

Northpoint Horizons

CAVS™(Content Academic Vocabulary System) Correlated to the Texas English Language Proficiency Standards

3-5

This document provides a sampling of the extensive math directives offered throughout the *CAVS* program that meet the Texas English Language Proficiency Standards

Note: Every lesson includes the ELPS listed below as well as others specific to context:

- 1A use prior knowledge and experiences to understand meanings in English
- 2C learn new language structures, expressions, and basic and academic vocabulary heard during classroom instruction and interactions
- 2F listen to and derive meaning from a variety of media such as audio tape, video, DVD, and CD ROM to build and reinforce concept and language attainment
- 3J respond orally to information presented in a wide variety of print, electronic, audio, and visual media to build and reinforce concept and language attainment
- 4D use prereading supports such as graphic organizers, illustrations, and pretaught topic-related vocabulary and other prereading activities to enhance comprehension of written text
- 5B write using newly acquired basic vocabulary and content-based grade-level vocabulary

CAVS Lesson	ELPS
Lesson 1 How can you put numbers in order?	1E internalize new basic and academic language by using and reusing it in meaningful ways in speaking and writing activities that build concept and language attainment 2E use visual, contextual, and linguistic support to enhance and confirm understanding of increasingly complex and elaborated spoken language 3E share information in cooperative learning interactions 4D use prereading supports such as graphic organizers, illustrations, and pretaught topic-related vocabulary and other prereading activities to enhance comprehension of written text 5C spell familiar English words with increasing accuracy, and employ English spelling patterns and rules with increasing accuracy as more English is acquired
Lesson 2 How do numbers tell a story?	1E internalize new basic and academic language by using and reusing it in meaningful ways in speaking and writing activities that build concept and language attainment 2D monitor understanding of spoken language during classroom instruction and interactions and seek clarification as needed 3B expand and internalize initial English vocabulary by learning and using high-frequency English words necessary for identifying and describing people, places, and objects, by retelling simple stories and basic information represented or supported by pictures, and by learning and using routine language needed for classroom communication

	<p>4F use visual and contextual support and support from peers and teachers to read grade-appropriate content area text, enhance and confirm understanding, and develop vocabulary, grasp of language structures, and background knowledge needed to comprehend increasingly challenging language</p> <p>5C spell familiar English words with increasing accuracy, and employ English spelling patterns and rules with increasing accuracy as more English is acquired</p>
<p>Lesson 3 How do we count large amounts?</p>	<p>1C use strategic learning techniques such as concept mapping, drawing, memorizing, comparing, contrasting, and reviewing to acquire basic and grade-level vocabulary</p> <p>2C learn new language structures, expressions, and basic and academic vocabulary heard during classroom instruction and interactions</p> <p>3F ask and give information ranging from using a very limited bank of high-frequency, high-need, concrete vocabulary, including key words and expressions needed for basic communication in academic and social contexts, to using abstract and content-based vocabulary during extended speaking assignments</p> <p>4C develop basic sight vocabulary, derive meaning of environmental print, and comprehend English vocabulary and language structures used routinely in written classroom materials</p> <p>5C spell familiar English words with increasing accuracy, and employ English spelling patterns and rules with increasing accuracy as more English is acquired</p>
<p>Lesson 4 How do we make equal groups?</p>	<p>1A use prior knowledge and experiences to understand meanings in English</p> <p>2B recognize elements of the English sound system in newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters</p> <p>3A practice producing sounds of newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters to pronounce English words in a manner that is increasingly comprehensible</p> <p>4G demonstrate comprehension of increasingly complex English by participating in shared reading, retelling or summarizing material, responding to questions, and taking notes commensurate with content area and grade level needs</p> <p>5C spell familiar English words with increasing accuracy, and employ English spelling patterns and rules with increasing accuracy as more English is acquired</p>
<p>Lesson 5 How do you show that a number is not a whole?</p>	<p>1G demonstrate an increasing ability to distinguish between formal and informal English and an increasing knowledge of when to use each one commensurate with grade-level learning expectations</p> <p>2E use visual, contextual, and linguistic support to enhance and confirm understanding of increasingly complex and elaborated spoken language</p> <p>3J respond orally to information presented in a wide variety of print, electronic, audio, and visual media to build and reinforce concept and language attainment</p> <p>4F use visual and contextual support and support from peers and teachers to read grade-appropriate content area text, enhance and confirm understanding, and develop vocabulary, grasp of language</p>

	<p>structures, and background knowledge needed to comprehend increasingly challenging language</p> <p>5G narrate, describe, and explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired</p>
<p>Lesson 6</p> <p>How else can you show less than one whole?</p>	<p>1E internalize new basic and academic language by using and reusing it in meaningful ways in speaking and writing activities that build concept and language attainment</p> <p>2B recognize elements of the English sound system in newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters</p> <p>3D speak using grade-level content area vocabulary in context to internalize new English words and build academic language proficiency</p> <p>4A learn relationships between sounds and letters of the English language and decode (sound out) words using a combination of skills such as recognizing sound-letter relationships and identifying cognates, affixes, roots, and base words</p> <p>5B write using newly acquired basic vocabulary and content-based grade-level vocabulary</p>
<p>Lesson 7</p> <p>What is a pattern?</p>	<p>1G demonstrate an increasing ability to distinguish between formal and informal English and an increasing knowledge of when to use each one commensurate with grade-level learning expectations</p> <p>2D monitor understanding of spoken language during classroom instruction and interactions and seek clarification as needed</p> <p>3E share information in cooperative learning interactions</p> <p>4F use visual and contextual support and support from peers and teachers to read grade-appropriate content area text, enhance and confirm understanding, and develop vocabulary, grasp of language structures, and background knowledge needed to comprehend increasingly challenging language</p> <p>5A learn relationships between sounds and letters of the English language to represent sounds when writing in English</p>
<p>Lesson 8</p> <p>How can you use models?</p>	<p>1E internalize new basic and academic language by using and reusing it in meaningful ways in speaking and writing activities that build concept and language attainment</p> <p>2D monitor understanding of spoken language during classroom instruction and interactions and seek clarification as needed</p> <p>3F ask and give information ranging from using a very limited bank of high-frequency, high-need, concrete vocabulary, including key words and expressions needed for basic communication in academic and social contexts, to using abstract and content-based vocabulary during extended speaking assignments</p> <p>4F use visual and contextual support and support from peers and teachers to read grade-appropriate content area text, enhance and confirm understanding, and develop vocabulary, grasp of language structures, and background knowledge needed to comprehend increasingly challenging language</p> <p>5E employ increasingly complex grammatical structures in content area writing commensurate with grade-level expectations, such as:</p> <p>(i) using correct verbs, tenses, and pronouns/antecedents;</p> <p>(ii) using possessive case (apostrophes) correctly; and</p>

	(iii) using negatives and contractions correctly
Lesson 9 How can math rules help you solve equations?	<p>1F use accessible language and learn new and essential language in the process</p> <p>2G understand the general meaning, main points, and important details of spoken language ranging from situations in which topics, language, and contexts are familiar to unfamiliar</p> <p>3H narrate, describe, and explain with increasing specificity and detail as more English is acquired</p> <p>4A learn relationships between sounds and letters of the English language and decode (sound out) words using a combination of skills such as recognizing sound-letter relationships and identifying cognates, affixes, roots, and base words</p> <p>5B write using newly acquired basic vocabulary and content-based grade-level vocabulary</p>
Lesson 10 What do you use to measure things?	<p>1G demonstrate an increasing ability to distinguish between formal and informal English and an increasing knowledge of when to use each one commensurate with grade-level learning expectations</p> <p>2C learn new language structures, expressions, and basic and academic vocabulary heard during classroom instruction and interactions</p> <p>3F ask and give information ranging from using a very limited bank of high-frequency, high-need, concrete vocabulary, including key words and expressions needed for basic communication in academic and social contexts, to using abstract and content-based vocabulary during extended speaking assignments</p> <p>4A learn relationships between sounds and letters of the English language and decode (sound out) words using a combination of skills such as recognizing sound-letter relationships and identifying cognates, affixes, roots, and base words</p> <p>5C spell familiar English words with increasing accuracy, and employ English spelling patterns and rules with increasing accuracy as more English is acquired</p>
Lesson 11 How do you measure?	<p>1A use prior knowledge and experiences to understand meanings in English</p> <p>2C learn new language structures, expressions, and basic and academic vocabulary heard during classroom instruction and interactions</p> <p>3G express opinions, ideas, and feelings ranging from communicating single words and short phrases to participating in extended discussions on a variety of social and grade-appropriate academic topics</p> <p>4K demonstrate English comprehension and expand reading skills by employing analytical skills such as evaluating written information and performing critical analyses commensurate with content area and grade-level needs</p> <p>5C spell familiar English words with increasing accuracy, and employ English spelling patterns and rules with increasing accuracy as more English is acquired</p>
Lesson 12 How do you measure flat shapes?	<p>1G demonstrate an increasing ability to distinguish between formal and informal English and an increasing knowledge of when to use each one commensurate with grade-level learning expectations</p> <p>2B recognize elements of the English sound system in newly acquired</p>

	<p>vocabulary such as long and short vowels, silent letters, and consonant clusters</p> <p>3A practice producing sounds of newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters to pronounce English words in a manner that is increasingly comprehensible</p> <p>4A learn relationships between sounds and letters of the English language and decode (sound out) words using a combination of skills such as recognizing sound-letter relationships and identifying cognates, affixes, roots, and base words</p> <p>5A learn relationships between sounds and letters of the English language to represent sounds when writing in English</p>
<p>Lesson 13 How do you measure solid shapes?</p>	<p>1D speak using learning strategies such as requesting assistance, employing non-verbal cues, and using synonyms and circumlocution (conveying ideas by defining or describing when exact English words are not known)</p> <p>2G understand the general meaning, main points, and important details of spoken language ranging from situations in which topics, language, and contexts are familiar to unfamiliar</p> <p>3E share information in cooperative learning interactions</p> <p>4F use visual and contextual support and support from peers and teachers to read grade-appropriate content area text, enhance and confirm understanding, and develop vocabulary, grasp of language structures, and background knowledge needed to comprehend increasingly challenging language</p> <p>5B write using newly acquired basic vocabulary and content-based grade-level vocabulary</p>
<p>Lesson 14 What are units of measurement?</p>	<p>1H develop and expand repertoire of learning strategies such as reasoning inductively or deductively, looking for patterns in language, and analyzing sayings and expressions commensurate with grade-level learning expectations</p> <p>2H understand implicit ideas and information in increasingly complex spoken language commensurate with grade-level learning expectations</p> <p>3H narrate, describe, and explain with increasing specificity and detail as more English is acquired</p> <p>4G demonstrate comprehension of increasingly complex English by participating in shared reading, retelling or summarizing material, responding to questions, and taking notes commensurate with content area and grade level needs</p> <p>5A learn relationships between sounds and letters of the English language to represent sounds when writing in English</p>
<p>Lesson 15 How long does it take?</p>	<p>1A use prior knowledge and experiences to understand meanings in English</p> <p>2G understand the general meaning, main points, and important details of spoken language ranging from situations in which topics, language, and contexts are familiar to unfamiliar</p> <p>3G express opinions, ideas, and feelings ranging from communicating single words and short phrases to participating in extended discussions on a variety of social and grade-appropriate academic topics</p> <p>4F use visual and contextual support and support from peers and teachers to read grade-appropriate content area text, enhance and</p>

	<p>confirm understanding, and develop vocabulary, grasp of language structures, and background knowledge needed to comprehend increasingly challenging language</p> <p>5D edit writing for standard grammar and usage, including subject-verb agreement, pronoun agreement, and appropriate verb tenses commensurate with grade-level expectations as more English is acquired</p>
<p>Lesson 16 How do we describe shapes with straight sides?</p>	<p>1D speak using learning strategies such as requesting assistance, employing non-verbal cues, and using synonyms and circumlocution (conveying ideas by defining or describing when exact English words are not known)</p> <p>2I demonstrate listening comprehension of increasingly complex spoken English by following directions, retelling or summarizing spoken messages, responding to questions and requests, collaborating with peers, and taking notes commensurate with content and grade-level needs</p> <p>3F ask and give information ranging from using a very limited bank of high-frequency, high-need, concrete vocabulary, including key words and expressions needed for basic communication in academic and social contexts, to using abstract and content-based vocabulary during extended speaking assignments</p> <p>4F use visual and contextual support and support from peers and teachers to read grade-appropriate content area text, enhance and confirm understanding, and develop vocabulary, grasp of language structures, and background knowledge needed to comprehend increasingly challenging language</p> <p>5C spell familiar English words with increasing accuracy, and employ English spelling patterns and rules with increasing accuracy as more English is acquired</p>
<p>Lesson 17 How do we describe shapes with three sides?</p>	<p>1C use strategic learning techniques such as concept mapping, drawing, memorizing, comparing, contrasting, and reviewing to acquire basic and grade-level vocabulary</p> <p>2C learn new language structures, expressions, and basic and academic vocabulary heard during classroom instruction and interactions</p> <p>3D speak using grade-level content area vocabulary in context to internalize new English words and build academic language proficiency</p> <p>4G demonstrate comprehension of increasingly complex English by participating in shared reading, retelling or summarizing material, responding to questions, and taking notes commensurate with content area and grade level needs</p> <p>5E employ increasingly complex grammatical structures in content area writing commensurate with grade-level expectations, such as:</p> <ul style="list-style-type: none"> (i) using correct verbs, tenses, and pronouns/antecedents; (i) using possessive case (apostrophes) correctly; and (iii) using negatives and contractions correctly
<p>Lesson 18 How do we draw different shapes?</p>	<p>1G demonstrate an increasing ability to distinguish between formal and informal English and an increasing knowledge of when to use each one commensurate with grade-level learning expectations</p> <p>2I demonstrate listening comprehension of increasingly complex spoken English by following directions, retelling or summarizing spoken</p>

	<p>messages, responding to questions and requests, collaborating with peers, and taking notes commensurate with content and grade-level needs</p> <p>3F ask and give information ranging from using a very limited bank of high-frequency, high-need, concrete vocabulary, including key words and expressions needed for basic communication in academic and social contexts, to using abstract and content-based vocabulary during extended speaking assignments</p> <p>4D use prereading supports such as graphic organizers, illustrations, and pretaught topic-related vocabulary and other prereading activities to enhance comprehension of written text</p> <p>5C spell familiar English words with increasing accuracy, and employ English spelling patterns and rules with increasing accuracy as more English is acquired</p>
<p>Lesson 19 What attributes do solid shapes share?</p>	<p>1E internalize new basic and academic language by using and reusing it in meaningful ways in speaking and writing activities that build concept and language attainment</p> <p>2E use visual, contextual, and linguistic support to enhance and confirm understanding of increasingly complex and elaborated spoken language</p> <p>3C speak using a variety of grammatical structures, sentence lengths, sentence types, and connecting words with increasing accuracy and ease as more English is acquired</p> <p>4I demonstrate English comprehension and expand reading skills by employing basic reading skills such as demonstrating understanding of supporting ideas and details in text and graphic sources, summarizing text, and distinguishing main ideas from details commensurate with content area needs</p> <p>5D edit writing for standard grammar and usage, including subject-verb agreement, pronoun agreement, and appropriate verb tenses commensurate with grade-level expectations as more English is acquired</p>
<p>Lesson 20 How can you change shapes?</p>	<p>1G demonstrate an increasing ability to distinguish between formal and informal English and an increasing knowledge of when to use each one commensurate with grade-level learning expectations</p> <p>2G understand the general meaning, main points, and important details of spoken language ranging from situations in which topics, language, and contexts are familiar to unfamiliar</p> <p>3D speak using grade-level content area vocabulary in context to internalize new English words and build academic language proficiency</p> <p>4F use visual and contextual support and support from peers and teachers to read grade-appropriate content area text, enhance and confirm understanding, and develop vocabulary, grasp of language structures, and background knowledge needed to comprehend increasingly challenging language</p> <p>5G narrate, describe, and explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired</p>
<p>Lesson 21 Why do you need information?</p>	<p>1G demonstrate an increasing ability to distinguish between formal and informal English and an increasing knowledge of when to use each one commensurate with grade-level learning expectations</p> <p>2I demonstrate listening comprehension of increasingly complex spoken</p>

	<p>English by following directions, retelling or summarizing spoken messages, responding to questions and requests, collaborating with peers, and taking notes commensurate with content and grade-level needs</p> <p>3F ask and give information ranging from using a very limited bank of high-frequency, high-need, concrete vocabulary, including key words and expressions needed for basic communication in academic and social contexts, to using abstract and content-based vocabulary during extended speaking assignments</p> <p>4F use visual and contextual support and support from peers and teachers to read grade-appropriate content area text, enhance and confirm understanding, and develop vocabulary, grasp of language structures, and background knowledge needed to comprehend increasingly challenging language</p> <p>5B write using newly acquired basic vocabulary and content-based grade-level vocabulary</p>
<p>Lesson 22 How do you compare facts and information?</p>	<p>1H develop and expand repertoire of learning strategies such as reasoning inductively or deductively, looking for patterns in language, and analyzing sayings and expressions commensurate with grade-level learning expectations</p> <p>2H understand implicit ideas and information in increasingly complex spoken language commensurate with grade-level learning expectations</p> <p>3J respond orally to information presented in a wide variety of print, electronic, audio, and visual media to build and reinforce concept and language attainment</p> <p>4J demonstrate English comprehension and expand reading skills by employing inferential skills such as predicting, making connections between ideas, drawing inferences and conclusions from text and graphic sources, and finding supporting text evidence commensurate with content area needs</p> <p>5G narrate, describe, and explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired</p>
<p>Lesson 23 Do you think it will happen?</p>	<p>1E internalize new basic and academic language by using and reusing it in meaningful ways in speaking and writing activities that build concept and language attainment</p> <p>2D monitor understanding of spoken language during classroom instruction and interactions and seek clarification as needed</p> <p>3J respond orally to information presented in a wide variety of print, electronic, audio, and visual media to build and reinforce concept and language attainment</p> <p>4A learn relationships between sounds and letters of the English language and decode (sound out) words using a combination of skills such as recognizing sound-letter relationships and identifying cognates, affixes, roots, and base words</p> <p>5B write using newly acquired basic vocabulary and content-based grade-level vocabulary</p>
<p>Lesson 24 How can you solve problems?</p>	<p>1H develop and expand repertoire of learning strategies such as reasoning inductively or deductively, looking for patterns in language, and analyzing sayings and expressions commensurate with grade-level learning expectations</p>

	<p>2I demonstrate listening comprehension of increasingly complex spoken English by following directions, retelling or summarizing spoken messages, responding to questions and requests, collaborating with peers, and taking notes commensurate with content and grade-level needs</p> <p>3B expand and internalize initial English vocabulary by learning and using high-frequency English words necessary for identifying and describing people, places, and objects, by retelling simple stories and basic information represented or supported by pictures, and by learning and using routine language needed for classroom communication</p> <p>4G demonstrate comprehension of increasingly complex English by participating in shared reading, retelling or summarizing material, responding to questions, and taking notes commensurate with content area and grade level needs</p> <p>5F write using a variety of grade-appropriate sentence lengths, patterns, and connecting words to combine phrases, clauses, and sentences in increasingly accurate ways as more English is acquired</p>
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