

## Northpoint Horizons

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

K-2

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

<b>CAVS Lesson</b>	<b>ELPS</b>
Lesson 1 How do you count?	<b>1A</b> Use prior knowledge and experience to understand meanings in English <b>1F</b> use accessible language and learn new and essential language in the process <b>2F</b> 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 <b>2D</b> speak using grade-level content area vocabulary in context to internalize new English words and build academic language proficiency <b>3J</b> respond orally to information presented in a wide variety of print, electronic, audio, and visual media to build and reinforce concept and language attainment <b>5B</b> write using newly acquired basic vocabulary and content-based grade-level vocabulary
Lesson 2 What are some kinds of numbers?	<b>1E</b> 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 <b>2C</b> speak using grade-level content area vocabulary in context to internalize new English words and build academic language proficiency <b>3I</b> adapt spoken language appropriately for formal and informal purposes

	<p><b>4C</b> develop basic sight vocabulary, derive meaning of environmental print, and comprehend English vocabulary and language structures used routinely in written classroom materials</p>
<p>Lesson 3 How do numbers work together?</p>	<p><b>1D</b> 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><b>2D</b> monitor understanding of spoken language during classroom instruction and interactions and seek clarification as needed</p> <p><b>3E</b> share information in cooperative learning interactions</p> <p>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><b>4C</b> develop basic sight vocabulary, derive meaning of environmental print, and comprehend English vocabulary and language structures used routinely in written classroom materials</p> <p><b>5G</b> narrate, describe, and explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired.</p>
<p>Lesson 4 Why do you add numbers?</p>	<p><b>1F</b> use accessible language and learn new and essential language in the process</p> <p><b>2A</b> distinguish sound and intonation patterns of English with increasing ease</p> <p><b>3C</b> 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><b>4A</b> 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><b>5A</b> learn relationships between sounds and letters of the English language to represent sounds when writing in English</p>
<p>Lesson 5 Why do you subtract numbers?</p>	<p><b>1H</b> 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><b>2B</b> recognize elements of the English sound</p> <p><b>3C</b> speak using a variety of grammatical structures, sentence lengths, sentence types, and connection words with increasing accuracy and ease as more English is acquired</p> <p><b>4G</b> 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><b>5C</b> 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 6 How are objects the same?</p>	<p><b>1C</b> use strategic learning techniques such as concept mapping, drawing, memorizing, comparing, contrasting, and reviewing to acquire basic and grade-level vocabulary</p>

	<p><b>2D</b> monitor understanding of spoken language during classroom instruction and interactions and seek clarification as needed</p> <p><b>3D</b> speak using grade-level content area vocabulary in context to internalize new English words and build academic language proficiency</p> <p><b>4A</b> 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><b>5A</b> write using newly acquired basic vocabulary and content-based grade-level vocabulary</p>
Lesson 7 What makes a pattern?	<p><b>1E</b> 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><b>2C</b> learn new language structures, expressions, and basic and academic vocabulary heard during classroom instruction and interactions</p> <p><b>3E</b> share information in cooperative learning interactions</p> <p><b>3F</b> 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><b>5G</b> narrate, describe, and explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired.</p>
Lesson 8 How do you use money?	<p><b>1A</b> use prior knowledge and experiences to understand meanings in English</p> <p><b>2B</b> recognize elements of the English sound system in newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters</p> <p><b>3A</b> practice producing sound 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><b>4C</b> develop basic sight vocabulary, derive meaning of environmental print, and comprehend English vocabulary and language structures used routinely in written classroom materials</p> <p><b>5C</b> spell familiar English words with increasing accuracy, and employ English spelling patterns and rules with increasing accuracy as more English is acquired</p>
Lesson 9 How do you tell time?	<p><b>1H</b> 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><b>2C</b> learn new language structures, expressions, and basic and academic vocabulary heard during classroom instruction and interactions</p> <p><b>3D</b> speak using grade-level content area vocabulary in context to internalize new English words and build academic language proficiency</p> <p><b>3E</b> share information in cooperative learning interactions</p> <p><b>4B</b> recognize directionality of English reading such as left to right and top to bottom</p>
Lesson 10 When is your	<p><b>1F</b> use accessible language and learn new and essential language in the process</p>

<p>birthday?</p>	<p><b>2B</b> recognize elements of the English sound system in newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters</p> <p><b>3F</b> 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><b>4G</b> 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><b>5C</b> 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 11 How far? How long?</p>	<p><b>1C</b> use strategic learning techniques 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><b>2C</b> learn new language structures, expressions, and basic and academic vocabulary heard during classroom instruction and interactions</p> <p><b>3E</b> share information in cooperative learning interactions</p> <p><b>4B</b> recognize directionality of English reading such as left to right and top to bottom</p> <p><b>5G</b> narrate, describe, and explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired</p>
<p>Lesson 12 How do you tell how far or how long?</p>	<p><b>1B</b> monitor oral and written language production and employ self-corrective techniques or other resources</p> <p><b>2B</b> recognize elements of English sound system in newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters</p> <p><b>3D</b> speak using grade-level content area vocabulary in context to internalize new English words and build academic language proficiency</p> <p><b>4E</b> read linguistically accommodated content area material with decreasing need for linguistic accommodations as more English is learned</p> <p><b>5G</b> narrate, describe, and explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired.</p>
<p>Lesson 13 How much space does it take up?</p>	<p><b>1F</b> use accessible language and learn new and essential language in the process</p> <p><b>2A</b> distinguish sounds and intonation patterns of English with increasing ease</p> <p><b>3G</b> 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><b>4D</b> 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><b>5G</b> narrate, describe, and explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired</p>

<p>Lesson 14 How much does it weigh?</p>	<p><b>1H</b> 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  <b>2H</b> understand implicit ideas and information in increasingly complex spoken language commensurate with grade-level learning expectations  <b>3D</b> speak using grade-level content area vocabulary in context to internalize new English words and build academic language proficiency  <b>4K</b> 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  <b>5B</b> write using newly acquired basic vocabulary and content-based grade-level vocabulary</p>
<p>Lesson 15 How hot or cold is it?</p>	<p><b>1B</b> monitor oral and written language production and employ self-corrective techniques or other resources  <b>2B</b> recognize elements of the English sound system in newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters  <b>3A</b> 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  <b>4H</b> narrate, describe, and explain with increasing specificity and detail as more English is acquired  <b>5B</b> write using newly acquired basic vocabulary and content-based grade-level vocabulary</p>
<p>Lesson 16 Where are you?</p>	<p><b>1A</b> use prior knowledge and experiences to understand meanings in English  <b>2F</b> listen 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  <b>3J</b> respond orally to information presented in a wide variety of print, electronic, audio, and visual media to build and reinforce concept and language attainment  <b>4G</b> 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 grade level needs  <b>5G</b> narrate, describe, and explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired</p>
<p>Lesson 17 Where are you now?</p>	<p><b>1E</b> 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  <b>2C</b> learn new language structures, expressions, and basic and academic vocabulary heard during classroom instruction and interactions  <b>3J</b> respond orally to information presented in a wide variety of print, electronic, audio, and visual media to build and reinforce concept and language attainment  <b>4G</b> demonstrate comprehension of increasingly complex English by participating in shared reading, retelling or summarizing material,</p>

	<p>responding to questions, and taking notes commensurate with content area grade level needs</p> <p><b>5G</b> narrate, describe, and explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired</p>
<p>Lesson 18</p> <p>Which way do you go?</p>	<p><b>1G</b> 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><b>2H</b> understand implicit ideas and information in increasingly complex spoken language commensurate with grade-level learning expectations</p> <p><b>3C</b> 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><b>4K</b> 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><b>5C</b> 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 19</p> <p>What are some common shapes?</p>	<p><b>1A</b> use prior knowledge and experiences to understand meanings in English</p> <p><b>2H</b> understand implicit ideas and information in increasingly complex spoken language commensurate with grade-level learning expectations</p> <p><b>3B</b> 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><b>4F</b> 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><b>5B</b> write using newly acquired basic vocabulary and content-based grade-level vocabulary</p>
<p>Lesson 20</p> <p>How can you describe shapes?</p>	<p><b>1G</b> 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><b>2E</b> use visual, contextual, and linguistic support to enhance and confirm understanding of increasingly complex and elaborated spoken language</p> <p><b>3B</b> 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><b>4K</b> 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>

	<b>5G</b> narrate, describe, and explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired
Lesson 21 How can you change shapes?	<p><b>1C</b> use strategic learning techniques such as concept mapping, drawing, memorizing, comparing, contrasting, and reviewing to acquire basic and grade-level vocabulary</p> <p><b>2I</b> 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><b>3J</b> 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><b>4F</b> 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><b>5B</b> write using newly acquired basic vocabulary and content-based grade-level vocabulary</p>
Lesson 22 How can you show facts?	<p><b>1C</b> use strategic learning techniques such as concept mapping, drawing, memorizing, comparing, contrasting, and reviewing to acquire basic and grade-level vocabulary</p> <p><b>2I</b> 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><b>3F</b> 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><b>4G</b> 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><b>5C</b> spell familiar English words with increasing accuracy, and employ English spelling patterns and rules with increasing accuracy as more English is acquired</p>
Lesson 23 What do you think will happen?	<p><b>1H</b> 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><b>2F</b> 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</p> <p><b>3F</b> 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</p>

	<p>contexts, to using abstract and content-based vocabulary during extended speaking assignments</p> <p><b>4F</b> 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><b>5D</b> 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 24 How do we solve problems?</p>	<p><b>1E</b> 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><b>2G</b> 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><b>3F</b> 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><b>4F</b> 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><b>5E</b> employ increasingly complex grammatical structures in content area writing commensurate with grade-level expectations, such as:</p> <ul style="list-style-type: none"> <li>(i) using correct verbs, tenses, and pronouns/antecedents;</li> <li>(ii) using possessive case (apostrophes) correctly; and</li> <li>(iii) using negatives and contractions correctly</li> </ul>