

Northpoint Horizons

CAVS (*Content Academic Vocabulary System*)
 Correlated to the
 WIDA Mathematics English Language Proficiency Standards
 Grade School (Grades 1-2)

This document provides a sampling of the extensive math directives offered throughout the CAVS program that meet the WIDA English Language Proficiency Standards for Mathematics.

WIDA English Language Proficiency Standards for Mathematics	CAVS Math K-2 Teacher’s Guide Examples/Lessons
ELP Standard 3: The Language of Mathematics, Formative Framework	
LISTENING	
Graphs and Interpretation of Data	
Level 1. Entering Shade or color graphs according to oral commands modeled by a teacher (e.g., “Here is a graph. Color this bar red.”)	Lesson 3 – TG pp. 13-18 <i>How do numbers work together?</i> Lesson 22 – TG pp. 127-132 <i>How can you show facts?</i>
Level 2. Beginning Identify data in graphs from oral commands or questions modeled by a teacher (e.g., “Which bar shows the most?”)	Lesson 3 – TG pp. 13-18 <i>How do numbers work together?</i> Lesson 22 – TG pp. 127-132 <i>How can you show facts?</i>
Level 3. Developing Locate information on graphs based on oral statements or questions (e.g., “Which bar shows that most people like ice cream?”) and check with a partner	Lesson 3 – TG pp. 13-18 <i>How do numbers work together?</i> Lesson 22 – TG pp. 127-132 <i>How can you show facts?</i>
Level 4. Expanding Display comparative data on graphs according to oral commands (e.g., “Fill in the graph to say there are more girls than boys.”) and check with a partner	Lesson 3 – TG pp. 13-18 <i>How do numbers work together?</i> Lesson 22 – TG pp. 127-132 <i>How can you show facts?</i>

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<p>Level 5. Bridging Interpret data on graphs from oral descriptions (e.g., “Which graph says, ‘Most children are wearing red, some are wearing blue and the fewest are wearing green?’”)</p>	<p>Lesson 3 – TG pp. 13-18 <i>How do numbers work together?</i> Lesson 22 – TG pp. 127-132 <i>How can you show facts?</i></p>
<p>Two & three- dimensional shapes</p>	
<p>Level 1. Entering Identify two- or three-dimensional shapes depicted in illustrations described orally (e.g., “Find a shape like the sun.”)</p>	<p>Lesson 19 – TG pp. 109-114 <i>What are some common shapes?</i> Lesson 20 – TG pp. 115-120 <i>How can you describe shapes?</i> Lesson 21 – TG pp. 121-126 <i>How can you change shapes?</i></p>
<p>Level 2. Beginning Match attributes of two- or three-dimensional shapes described orally to objects</p>	<p>Lesson 19 – TG pp. 109-114 <i>What are some common shapes?</i> Lesson 20 – TG pp. 115-120 <i>How can you describe shapes?</i> Lesson 21 – TG pp. 121-126 <i>How can you change shapes?</i></p>
<p>Level 3. Developing Identify objects composed of multiple two- or three- dimensional shapes described orally (e.g., “Put a sphere or ball on either side of a cylinder. What do you see?”)</p>	<p>Lesson 19 – TG pp. 109-114 <i>What are some common shapes?</i> Lesson 20 – TG pp. 115-120 <i>How can you describe shapes?</i> Lesson 21 – TG pp. 121-126 <i>How can you change shapes?</i></p>
<p>Level 4. Expanding Construct two- or three-dimensional figures described orally (e.g., “Put two lines up and down and two lines across. What shape do you have?”)</p>	<p>Lesson 19 – TG pp. 109-114 <i>What are some common shapes?</i> Lesson 20 – TG pp. 115-120 <i>How can you describe shapes?</i> Lesson 21 – TG pp. 121-126 <i>How can you change shapes?</i></p>

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<p>Level 5. Bridging Change attributes of two- or three- dimensional shapes to make others based on oral discourse (e.g., "Take one side away from a square. Then move the three line segments to make a shape. What do you have?")</p>	<p>Lesson 19 – TG pp. 109-114 <i>What are some common shapes?</i> Lesson 20 – TG pp. 115-120 <i>How can you describe shapes?</i> Lesson 21 – TG pp. 121-126 <i>How can you change shapes?</i></p>
SPEAKING	
Number sense – These lessons provide the opportunity for students to share identifying information with a partner	
<p>Level 1. Entering Provide identifying information that involves real-world numbers (e.g., age, address or telephone number) to a partner</p>	<p>Lesson 1 – TG pp. 1-6 <i>How do you count?</i> Lesson 2 – TG pp. 7-12 <i>What are some kinds of numbers?</i></p>
<p>Level 2. Beginning Give examples of things with real-world numbers (e.g., room numbers, bus numbers or calendars) to a partner</p>	<p>Lesson 10 – TG pp. 55-60 <i>When is your birthday?</i></p>
<p>Level 3. Developing Exchange examples of how or when to use numbers outside of school with a partner (e.g., shopping)</p>	<p>Lesson 8 – TG pp. 43-48 <i>How do you use money?</i></p>
<p>Level 4. Expanding Explain how to play games or activities that involve numbers (e.g., sports, board games, hopscotch) to a partner</p>	<p>Lesson 22 – TG pp. 127-132 <i>How can you show facts?</i> Lesson 23 – TG pp. 133-138 <i>What do you think will happen?</i> Lesson 24 – TG pp. 139-144 <i>How do we solve problems?</i></p>

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<p>Level 5. Bridging Tell or make up stories or events that involve numbers</p>	<p>Lesson 10 – TG pp. 55-60 <i>When is your birthday?</i> Lesson 22 – TG pp. 127-132 <i>How can you show facts?</i> Lesson 23 – TG pp. 133-138 <i>What do you think will happen?</i> Lesson 24 – TG pp. 139-144 <i>How do we solve problems?</i></p>
Basic operations	
<p>Level 1. Entering Recite math-related words or phrases related to basic operations from pictures of everyday objects and oral statements</p>	<p>Lesson 3 – TG pp. 13-18 <i>How do numbers work together?</i> Lesson 4 – TG pp. 19-24 <i>Why do you add numbers?</i> Lesson 5 – TG pp. 25-30 <i>Why do you subtract numbers?</i></p>
<p>Level 2. Beginning Restate or paraphrase basic operations from oral statements, referring to pictures of everyday objects (e.g., “Ten pencils and ten more are twenty.”)</p>	<p>Lesson 3 – TG pp. 13-18 <i>How do numbers work together?</i> Lesson 4 – TG pp. 19-24 <i>Why do you add numbers?</i> Lesson 5 – TG pp. 25-30 <i>Why do you subtract numbers?</i></p>
<p>Level 3. Developing Describe representations of basic operations from pictures of everyday objects and oral descriptions (e.g., “There are seven dogs <i>altogether</i>.”)</p>	<p>Lesson 3 – TG pp. 13-18 <i>How do numbers work together?</i> Lesson 4 – TG pp. 19-24 <i>Why do you add numbers?</i> Lesson 5 – TG pp. 25-30 <i>Why do you subtract numbers?</i></p>
<p>Level 4. Expanding Compare/contrast language of basic operations from pictures and oral descriptions (e.g., “Tell me different ways to say this math sentence...”)</p>	<p>Lesson 3 – TG pp. 13-18 <i>How do numbers work together?</i> Lesson 4 – TG pp. 19-24 <i>Why do you add numbers?</i></p>

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	Lesson 5 – TG pp. 25-30 <i>Why do you subtract numbers?</i>
<p>Level 5. Bridging Explain basic operations involved in problem solving using pictures and grade level oral descriptions</p>	<p>Lesson 3 – TG pp. 13-18 <i>How do numbers work together?</i> Lesson 4 – TG pp. 19-24 <i>Why do you add numbers?</i> Lesson 5 – TG pp. 25-30 <i>Why do you subtract numbers?</i></p>
READING	
Standard & metric measurement tools	
<p>Level 1. Entering Use diagrams to guide use of standard or metric measurement tools with a partner</p>	<p>Lesson 11 – TG pp. 61-66 <i>How far? How long?</i> Lesson 12 – TG pp. 67-72 <i>How do you tell how far or how long?</i></p>
<p>Level 2. Beginning Use labeled diagrams from texts to guide use of standard or metric measurement tools with a partner</p>	<p>Lesson 11 – TG pp. 61-66 <i>How far? How long?</i> Lesson 12 – TG pp. 67-72 <i>How do you tell how far or how long?</i></p>
<p>Level 3. Developing Identify key phrases in illustrated text to use standard or metric measurement tools with a partner</p>	<p>Lesson 11 – TG pp. 61-66 <i>How far? How long?</i> Lesson 12 – TG pp. 67-72 <i>How do you tell how far or how long?</i></p>
<p>Level 4. Expanding Follow illustrated directions from text to compare tools for standard or metric measurement with a partner</p>	<p>Lesson 11 – TG pp. 61-66 <i>How far? How long?</i> Lesson 12 – TG pp. 67-72 <i>How do you tell how far or how long?</i></p>
<p>Level 5. Bridging Follow illustrated directions from text to use standard or metric measurement tools</p>	<p>Lesson 11 – TG pp. 61-66 <i>How far? How long?</i> Lesson 12 – TG pp. 67-72 <i>How do you tell how far or how long?</i></p>

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Estimation Money	
Level 1. Entering Match labeled pictures with general words related to estimation (e.g., “a lot,” “a little”) to pictures of varying quantities	Lesson 8 – TG pp. 43-48 <i>How do you use money?</i>
Level 2. Beginning Match words or phrases related to estimation (e.g., “about 20 cents”) to illustrated word banks of varying quantities	Lesson 8 – TG pp. 43-48 <i>How do you use money?</i>
Level 3. Developing Identify language associated with estimation in illustrated phrases or sentences (e.g., “I see <i>close</i> to 100 nickels.”)	Lesson 8 – TG pp. 43-48 <i>How do you use money?</i>
Level 4. Expanding Distinguish between language of estimation (e.g., “I have <i>almost</i> one dollar.”) and language of precision (“I have one dollar.”) in illustrated sentences	Lesson 8 – TG pp. 43-48 <i>How do you use money?</i>
Level 5. Bridging Order illustrated sentences involving the language of estimation used to solve grade level problems	Lesson 8 – TG pp. 43-48 <i>How do you use money?</i> Lesson 24 – TG pp. 139-144 <i>How do we solve problems?</i>
WRITING	
Quantity	
Level 1. Entering Produce pictures with numerals or reproduce words associated with quantities from models (e.g., from newspapers or magazines)	Lesson 1 – TG pp. 1-6 <i>How do you count?</i> Lesson 2 – TG pp. 7-12 <i>What are some kinds of numbers?</i>
Level 2. Beginning Take dictation or make notes of examples of phrases associated with quantities in everyday situations (e.g., “a little of”, “a lot of”)	Lesson 1 – TG pp. 1-6 <i>How do you count?</i> Lesson 3 – TG pp. 13-18 <i>How do numbers work together?</i>
Level 3. Developing Provide examples of quantities in context (e.g. “a bunch of grapes”) using phrases or short sentences	Lesson 1 – TG pp. 1-6 <i>How do you count?</i> Lesson 3 – TG pp. 13-18 <i>How do numbers work together?</i>

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	Lesson 4 – TG pp. 19-24 <i>Why do you add numbers?</i> Lesson 5 – TG pp. 25-30 <i>Why do you subtract numbers?</i>
Level 4. Expanding Describe uses of quantities in everyday math with illustrated examples using sentences	Lesson 1 – TG pp. 1-6 <i>How do you count?</i> Lesson 3 – TG pp. 13-18 <i>How do numbers work together?</i> Lesson 4 – TG pp. 19-24 <i>Why do you add numbers?</i> Lesson 5 – TG pp. 25-30 <i>Why do you subtract numbers?</i>
Level 5. Bridging Explain importance of everyday math using quantities in real life situations (e.g., when shopping or cooking) using a series of related sentences	Lesson 1 – TG pp. 1-6 <i>How do you count?</i> Lesson 3 – TG pp. 13-18 <i>How do numbers work together?</i> Lesson 4 – TG pp. 19-24 <i>Why do you add numbers?</i> Lesson 5 – TG pp. 25-30 <i>Why do you subtract numbers?</i> Lesson 8 – TG pp. 43-48 <i>How do you use money?</i> Lesson 13 – TG pp. 73-78 <i>How much space does it take up?</i> Lesson 14 – TG pp. 79-84 <i>How much does it weigh?</i> Lesson 15 – TG pp. 85-90 <i>How hot or cold is it?</i> Lesson 16 – TG pp. 91-96 <i>Where are you?</i> Lesson 17 – TG pp. 97-102 <i>Where are you now?</i>

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	Lesson 18 – TG pp. 103-108 <i>Which way do you go?</i>
Whole numbers	
<p>Level 1. Entering Find and reproduce number words (e.g., from 1-100) from an assortment of labeled visuals</p>	<p>Lesson 1 – TG pp. 1-6 <i>How do you count?</i> Lesson 2 – TG pp. 7-12 <i>What are some kinds of numbers?</i> Lesson 3 – TG pp. 13-18 <i>How do numbers work together?</i> Lesson 4 – TG pp. 19-24 <i>Why do you add numbers?</i> Lesson 5 – TG pp. 25-30 <i>Why do you subtract numbers?</i> Lesson 22 – TG pp. 127-132 <i>How can you show facts?</i> Lesson 24 – TG pp. 139-144 <i>How do we solve problems?</i></p>
<p>Level 2. Beginning Distinguish number words from other math words using graphic or visual support and word banks</p>	<p>Lesson 1 – TG pp. 1-6 <i>How do you count?</i> Lesson 2 – TG pp. 7-12 <i>What are some kinds of numbers?</i> Lesson 3 – TG pp. 13-18 <i>How do numbers work together?</i> Lesson 4 – TG pp. 19-24 <i>Why do you add numbers?</i> Lesson 5 – TG pp. 25-30 <i>Why do you subtract numbers?</i> Lesson 22 – TG pp. 127-132 <i>How can you show facts?</i> Lesson 24 – TG pp. 139-144 <i>How do we solve problems?</i></p>
<p>Level 3. Developing Group numbers presented in</p>	Lesson 1 – TG pp. 1-6

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<p>graphs or visuals using phrases or short sentences (e.g., "This group has more than 40.")</p>	<p><i>How do you count?</i> Lesson 2 – TG pp. 7-12 <i>What are some kinds of numbers?</i> Lesson 3 – TG pp. 13-18 <i>How do numbers work together?</i> Lesson 4 – TG pp. 19-24 <i>Why do you add numbers?</i> Lesson 5 – TG pp. 25-30 <i>Why do you subtract numbers?</i> Lesson 22 – TG pp. 127-132 <i>How can you show facts?</i> Lesson 24 – TG pp. 139-144 <i>How do we solve problems?</i></p>
<p>Level 4. Expanding Compare numbers in graphs or visuals using sentences (e.g., "85 is greater than 75. It goes up higher in the table.")</p>	<p>Lesson 1 – TG pp. 1-6 <i>How do you count?</i> Lesson 2 – TG pp. 7-12 <i>What are some kinds of numbers?</i> Lesson 3 – TG pp. 13-18 <i>How do numbers work together?</i> Lesson 4 – TG pp. 19-24 <i>Why do you add numbers?</i> Lesson 5 – TG pp. 25-30 <i>Why do you subtract numbers?</i> Lesson 22 – TG pp. 127-132 <i>How can you show facts?</i> Lesson 24 – TG pp. 139-144 <i>How do we solve problems?</i></p>
<p>Level 5. Bridging Describe illustrated scenes or events using numbers in a series of related sentences</p>	<p>Lesson 1 – TG pp. 1-6 <i>How do you count?</i> Lesson 2 – TG pp. 7-12 <i>What are some kinds of numbers?</i> Lesson 3 – TG pp. 13-18</p>

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