

Northpoint Horizons

CAVS (Content Academic Vocabulary System)
 Correlated to the
 WIDA Mathematics English Language Proficiency Standards
 Grade School (Grades 3-5)

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 Grades 3-5 Teacher's Guide Examples/Lessons
ELP Standard 3: The Language of Mathematics, Formative Framework	
LISTENING	
Cost/Money – Lesson 8 in the CAVS K-2 Teacher's Guide covers this topic.	
Level 1. Entering Match prices to goods using visually supported materials (e.g., newspapers or magazines) and oral questions (e.g., "Which one costs a lot?") with a partner	Lesson 8 – CAVS Math Grades K-2 Teacher's Guide TG pp. 43-48 – <i>How do you use money?</i>
Level 2. Beginning Compare prices of goods using visually supported materials and oral questions (e.g., "Which one costs more, X or Y?") with a partner	Lesson 8 – CAVS Math Grades K-2 Teacher's Guide TG pp. 43-48 – <i>How do you use money?</i>
Level 3. Developing Analyze prices of goods using visually supported materials and oral questions (e.g., "Which one is the most expensive?") with a partner	Lesson 8 – CAVS Math Grades K-2 Teacher's Guide TG pp. 43-48 – <i>How do you use money?</i>
Level 4. Expanding Predict prices of goods using visually supported materials and oral questions (e.g., "Which one do you think costs under \$1000?") with a partner	Lesson 8 – CAVS Math Grades K-2 Teacher's Guide TG pp. 43-48 – <i>How do you use money?</i>
Level 5. Bridging Make conditional purchases of goods from oral questions (e.g., "If you had	Lesson 8 – CAVS Math Grades K-2 Teacher's Guide TG pp. 43-48 – <i>How do you use money?</i>

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\$1000, which items would you buy?")	
Strategies for problem solving	
<p>Level 1. Entering State words in figures or formulas from illustrated examples (e.g., X in 3 X 5 says "times")</p>	<p>Lesson 2 – TG pp. 7-12 <i>How do numbers tell a story?</i> Lesson 3 – TG pp. 13-18 <i>How do we count large amounts?</i> Lesson 4 – TG pp. 19-24 <i>How do we make equal groups?</i> Lesson 5 – TG pp. 25-30 <i>How do we show that a number is not a whole?</i> Lesson 6 – TG pp. 31-36 <i>How else can you show less than one whole?</i></p>
<p>Level 2. Beginning Use general vocabulary in math sentences from illustrated examples (e.g., "You <i>times</i> three <i>by</i> five.")</p>	<p>Lesson 2 – TG pp. 7-12 <i>How do numbers tell a story?</i> Lesson 3 – TG pp. 13-18 <i>How do we count large amounts?</i> Lesson 4 – TG pp. 19-24 <i>How do we make equal groups?</i> Lesson 5 – TG pp. 25-30 <i>How do we show that a number is not a whole?</i> Lesson 6 – TG pp. 31-36 <i>How else can you show less than one whole?</i></p>
<p>Level 3. Developing Relate multiple uses of specific vocabulary in illustrated math sentences (e.g., "How many are left when you take away?," "Which number is to the left?")</p>	<p>Lesson 2 – TG pp. 7-12 <i>How do numbers tell a story?</i> Lesson 3 – TG pp. 13-18 <i>How do we count large amounts?</i> Lesson 4 – TG pp. 19-24 <i>How do we make equal groups?</i> Lesson 5 – TG pp. 25-30 <i>How do we show that a number is not a whole?</i> Lesson 6 – TG pp. 31-36</p>

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	<p><i>How else can you show less than one whole?</i> Lesson 24 – TG pp. 139-144 <i>How can you solve problems?</i></p>
<p>Level 4. Expanding Paraphrase illustrated math sentences using specific or technical vocabulary (e.g., “How many are <i>left?</i>’ means, ‘What is the <i>remainder?</i>’”)</p>	<p>Lesson 2 – TG pp. 7-12 <i>How do numbers tell a story?</i> Lesson 3 – TG pp. 13-18 <i>How do we count large amounts?</i> Lesson 4 – TG pp. 19-24 <i>How do we make equal groups?</i> Lesson 5 – TG pp. 25-30 <i>How do we show that a number is not a whole?</i> Lesson 6 – TG pp. 31-36 <i>How else can you show less than one whole?</i> Lesson 24 – TG pp. 139-144 <i>How can you solve problems?</i></p>
<p>Level 5. Bridging Explain different ways of problem solving grade level examples using specific or technical vocabulary</p>	<p>Lesson 2 – TG pp. 7-12 <i>How do numbers tell a story?</i> Lesson 3 – TG pp. 13-18 <i>How do we count large amounts?</i> Lesson 4 – TG pp. 19-24 <i>How do we make equal groups?</i> Lesson 5 – TG pp. 25-30 <i>How do we show that a number is not a whole?</i> Lesson 6 – TG pp. 31-36 <i>How else can you show less than one whole?</i> Lesson 24 – TG pp. 139-144 <i>How can you solve problems?</i></p>
SPEAKING	
Basic operations	
<p>Level 1. Entering Repeat information about math operations using realia or manipulatives and teacher models (e.g., “Here are 3 groups of</p>	<p>Lesson 3 – TG pp. 13-18 <i>How do we count large amounts?</i> Lesson 4 – TG pp. 19-24</p>

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4.) in L1 or L2	<p><i>How do we make equal groups?</i> Lesson 5 – TG pp. 25-30</p> <p><i>How do we show that a number is not a whole?</i> Lesson 6 – TG pp. 31-36</p> <p><i>How else can you show less than one whole?</i> Lesson 8 – TG pp. 43-48</p> <p><i>How can you use models?</i> Lesson 9 – TG pp. 49-54</p> <p><i>How can math rules help you solve equations?</i></p>
<p>Level 2. Beginning Paraphrase information about math operations using realia or manipulatives and teacher models in L1 or L2</p>	<p>Lesson 3 – TG pp. 13-18 <i>How do we count large amounts?</i></p> <p>Lesson 4 – TG pp. 19-24 <i>How do we make equal groups?</i></p> <p>Lesson 5 – TG pp. 25-30 <i>How do we show that a number is not a whole?</i></p> <p>Lesson 6 – TG pp. 31-36 <i>How else can you show less than one whole?</i></p> <p>Lesson 8 – TG pp. 43-48 <i>How can you use models?</i></p> <p>Lesson 9 – TG pp. 49-54 <i>How can math rules help you solve equations?</i></p>
<p>Level 3. Developing Connect new information about math operations to previous experiences using realia or manipulatives</p>	<p>Lesson 3 – TG pp. 13-18 <i>How do we count large amounts?</i></p> <p>Lesson 4 – TG pp. 19-24 <i>How do we make equal groups?</i></p> <p>Lesson 5 – TG pp. 25-30 <i>How do we show that a number is not a whole?</i></p> <p>Lesson 6 – TG pp. 31-36 <i>How else can you show less than one whole?</i></p> <p>Lesson 8 – TG pp. 43-48 <i>How can you use models?</i></p> <p>Lesson 9 – TG pp. 49-54</p>

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	<i>How can math rules help you solve equations?</i>
<p>Level 4. Expanding Explain or discuss uses of information about math operations using realia or manipulatives</p>	<p>Lesson 3 – TG pp. 13-18 <i>How do we count large amounts?</i> Lesson 4 – TG pp. 19-24 <i>How do we make equal groups?</i> Lesson 5 – TG pp. 25-30 <i>How do we show that a number is not a whole?</i> Lesson 6 – TG pp. 31-36 <i>How else can you show less than one whole?</i> Lesson 8 – TG pp. 43-48 <i>How can you use models?</i> Lesson 9 – TG pp. 49-54 <i>How can math rules help you solve equations?</i></p>
<p>Level 5. Bridging Integrate or synthesize information about math operations to create own problems</p>	<p>Lesson 3 – TG pp. 13-18 <i>How do we count large amounts?</i> Lesson 4 – TG pp. 19-24 <i>How do we make equal groups?</i> Lesson 5 – TG pp. 25-30 <i>How do we show that a number is not a whole?</i> Lesson 6 – TG pp. 31-36 <i>How else can you show less than one whole?</i> Lesson 8 – TG pp. 43-48 <i>How can you use models?</i> Lesson 9 – TG pp. 49-54 <i>How can math rules help you solve equations?</i> Lesson 24 – TG pp. 139-144 <i>How can you solve problems?</i></p>
Strategies for problem solving	
<p>Level 1. Entering State words in figures or formulas from illustrated examples (e.g., X in 3 X 5 says times")</p>	<p>Lesson 2 – TG pp. 7-12 <i>Now do numbers tell a story?</i> Lesson 4 – TG pp. 19-24 <i>How do we make equal groups?</i></p>

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	Lesson 5 – TG pp. 25-30 <i>How do we show that a number is not a whole?</i> Lesson 6 – TG pp. 31-36 <i>How else can you show less than one whole?</i> Lesson 9 – TG pp. 49-54 <i>How can math rules help you solve equations?</i>
Level 2. Beginning Use general vocabulary in math sentences from illustrated examples (e.g., “You <i>times</i> three <i>by</i> five.”)	Lesson 2 – TG pp. 7-12 <i>Now do numbers tell a story?</i> Lesson 4 – TG pp. 19-24 <i>How do we make equal groups?</i> Lesson 5 – TG pp. 25-30 <i>How do we show that a number is not a whole?</i> Lesson 6 – TG pp. 31-36 <i>How else can you show less than one whole?</i> Lesson 9 – TG pp. 49-54 <i>How can math rules help you solve equations?</i>
Level 3. Developing Relate multiple uses of specific vocabulary in illustrated math sentences (e.g., “How many are left when you take away?,” “Which number is to the left?”)	Lesson 2 – TG pp. 7-12 <i>Now do numbers tell a story?</i> Lesson 4 – TG pp. 19-24 <i>How do we make equal groups?</i> Lesson 5 – TG pp. 25-30 <i>How do we show that a number is not a whole?</i> Lesson 6 – TG pp. 31-36 <i>How else can you show less than one whole?</i> Lesson 9 – TG pp. 49-54 <i>How can math rules help you solve equations?</i> Lesson 24 – TG pp. 139-144 <i>How do you solve problems?</i>
Level 4. Expanding Paraphrase illustrated math sentences using specific or technical vocabulary (e.g., “How many are <i>left?</i> ’ means, ‘What is the <i>remainder?</i> ’”)	Lesson 2 – TG pp. 7-12 <i>Now do numbers tell a story?</i> Lesson 4 – TG pp. 19-24 <i>How do we make equal groups?</i>

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Level 5. Bridging Explain different ways of problem solving grade level examples using specific or technical vocabulary	Lesson 2 – TG pp. 7-12 <i>Now do numbers tell a story?</i> Lesson 4 – TG pp. 19-24 <i>How do we make equal groups?</i> Lesson 5 – TG pp. 25-30 <i>How do we show that a number is not a whole?</i> Lesson 6 – TG pp. 31-36 <i>How else can you show less than one whole?</i> Lesson 9 – TG pp. 49-54 <i>How can math rules help you solve equations?</i> Lesson 24 – TG pp. 139-144 <i>How do you solve problems?</i>
READING	
Scale	
Level 1. Entering Recreate drawings from diagrams and written directions in a small group (e.g., "Make a car like this.")	Lesson 8 – TG pp. 43-48 <i>How can you use models?</i> Lesson 10 – TG pp. 55-60 <i>What do you use to measure things?</i> Lesson 11 – TG pp. 61-66 <i>How do you measure?</i> Lesson 12 – TG pp. 67-72 <i>How do you measure flat shapes?</i> Lesson 16 – TG pp. 91-96 <i>How do you describe shapes with straight sides?</i>

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	Lesson 17 – TG pp. 97-102 <i>How do you describe shapes with three sides?</i> Lesson 18 – TG pp. 103-108 <i>How do we draw different shapes?</i>
Level 2. Beginning Create scale drawings from diagrams or models and written directions in a small group	Lesson 8 – TG pp. 43-48 <i>How can you use models?</i> Lesson 10 – TG pp. 55-60 <i>What do you use to measure things?</i> Lesson 11 – TG pp. 61-66 <i>How do you measure?</i> Lesson 12 – TG pp. 67-72 <i>How do you measure flat shapes?</i> Lesson 16 – TG pp. 91-96 <i>How do you describe shapes with straight sides?</i> Lesson 17 – TG pp. 97-102 <i>How do you describe shapes with three sides?</i> Lesson 18 – TG pp. 103-108 <i>How do we draw different shapes?</i>
Level 3. Developing Construct scale drawings from everyday experiences, diagrams or models and written sets of directions in a small group	Lesson 8 – TG pp. 43-48 <i>How can you use models?</i> Lesson 10 – TG pp. 55-60 <i>What do you use to measure things?</i> Lesson 11 – TG pp. 61-66 <i>How do you measure?</i> Lesson 12 – TG pp. 67-72 <i>How do you measure flat shapes?</i> Lesson 16 – TG pp. 91-96 <i>How do you describe shapes with straight sides?</i> Lesson 17 – TG pp. 97-102 <i>How do you describe shapes with three sides?</i> Lesson 18 – TG pp. 103-108 <i>How do we draw different shapes?</i>

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	Lesson 19 – TG pp. 109-114 <i>What attributes to solid shapes share?</i> Lesson 20 – TG pp. 115-120 <i>How can you change shapes?</i>
Level 4. Expanding Reproduce scale models from diagrams and written sets of directions in a small group	Lesson 8 – TG pp. 43-48 <i>How can you use models?</i> Lesson 10 – TG pp. 55-60 <i>What do you use to measure things?</i> Lesson 11 – TG pp. 61-66 <i>How do you measure?</i> Lesson 12 – TG pp. 67-72 <i>How do you measure flat shapes?</i> Lesson 16 – TG pp. 91-96 <i>How do you describe shapes with straight sides?</i> Lesson 17 – TG pp. 97-102 <i>How do you describe shapes with three sides?</i> Lesson 18 – TG pp. 103-108 <i>How do we draw different shapes?</i> Lesson 19 – TG pp. 109-114 <i>What attributes to solid shapes share?</i> Lesson 20 – TG pp. 115-120 <i>How can you change shapes?</i>
Level 5. Bridging Build models to scale based on diagrams and written instructions (e.g., three-dimensional puzzles)	Lesson 8 – TG pp. 43-48 <i>How can you use models?</i> Lesson 10 – TG pp. 55-60 <i>What do you use to measure things?</i> Lesson 11 – TG pp. 61-66 <i>How do you measure?</i> Lesson 12 – TG pp. 67-72 <i>How do you measure flat shapes?</i> Lesson 16 – TG pp. 91-96 <i>How do you describe shapes with straight sides?</i>

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	Lesson 17 – TG pp. 97-102 <i>How do you describe shapes with three sides?</i> Lesson 18 – TG pp. 103-108 <i>How do we draw different shapes?</i> Lesson 19 – TG pp. 109-114 <i>What attributes to solid shapes share?</i> Lesson 20 – TG pp. 115-120 <i>How can you change shapes?</i>
Large whole numbers	
Level 1. Entering Identify large whole numbers from pictures and models (e.g., “This number has 7 places.”)	CAVS Math Grades K-2 Teacher's Guide Lesson 2 – TG pp. 7-12 <i>What are some kinds of numbers?</i> CAVS Math Grades 3-5 Teacher's Guide Lesson 1 – TG pp. 1-6 <i>How can you put numbers in order?</i>
Level 2. Beginning Identify large whole numbers from pictures or models and phrases or short sentences	CAVS Math Grades K-2 Teacher's Guide Lesson 2 – TG pp. 7-12 <i>What are some kinds of numbers?</i> CAVS Math Grades 3-5 Teacher's Guide Lesson 1 – TG pp. 1-6 <i>How can you put numbers in order?</i>
Level 3. Developing Sort examples of large whole numbers from pictures or models and text (e.g., those more than and less than one thousand)	CAVS Math Grades K-2 Teacher's Guide Lesson 2 – TG pp. 7-12 <i>What are some kinds of numbers?</i> CAVS Math Grades 3-5 Teacher's Guide Lesson 1 – TG pp. 1-6 <i>How can you put numbers in order?</i>
Level 4. Expanding Compare examples of large whole numbers presented in pictures and text	CAVS Math Grades K-2 Teacher's Guide Lesson 2 – TG pp. 7-12 <i>What are some kinds of numbers?</i> CAVS Math Grades 3-5 Teacher's Guide Lesson 1 – TG pp. 1-6

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	<i>How can you put numbers in order?</i>
Level 5. Bridging Match situations to use of large whole numbers from grade level text	CAVS Math Grades K-2 Teacher's Guide Lesson 2 – TG pp. 7-12 <i>What are some kinds of numbers?</i> CAVS Math Grades 3-5 Teacher's Guide Lesson 1 – TG pp. 1-6 <i>How can you put numbers in order?</i>
WRITING	
Fractions	
Level 1. Entering Label fractional parts of diagrams or realia from number word banks	Lesson 5 – TG pp. 25-30 <i>How do we show that a number is not a whole?</i> Lesson 6 – TG pp. 31-36 <i>How else can you show less than one whole?</i>
Level 2. Describe what the fractional parts mean from diagrams or realia in phrases or short sentences	Lesson 5 – TG pp. 25-30 <i>How do we show that a number is not a whole?</i> Lesson 6 – TG pp. 31-36 <i>How else can you show less than one whole?</i>
Level 3. Developing Give step-by-step process of how to solve problems involving fractions from diagrams using a series of related	Lesson 5 – TG pp. 25-30 <i>How do we show that a number is not a whole?</i> Lesson 6 – TG pp. 31-36 <i>How else can you show less than one whole?</i>
Level 4. Expanding Describe strategies or tips for solving problems involving fractions from diagrams in paragraph form	Lesson 5 – TG pp. 25-30 <i>How do we show that a number is not a whole?</i> Lesson 6 – TG pp. 31-36 <i>How else can you show less than one whole?</i>
Level 5. Bridging Create original problems involving fractions embedded in scenarios or situations	Lesson 5 – TG pp. 25-30 <i>How do we show that a number is not a whole?</i> Lesson 6 – TG pp. 31-36 <i>How else can you show less than one whole?</i>
Three-dimensional shapes	
Level 1. Entering Reproduce names of three-dimensional shapes from labeled models (e.g.,	Lesson 16 – TG pp. 91-96 <i>How do you describe shapes with straight sides?</i>

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cones, cylinders or prisms)	Lesson 17 – TG pp. 97-102 <i>How do you describe shapes with three sides?</i> Lesson 18 – TG pp. 103-108 <i>How do we draw different shapes?</i> Lesson 19 – TG pp. 109-114 <i>What attributes to solid shapes share?</i> Lesson 20 – TG pp. 115-120 <i>How can you change shapes?</i>
Level 2. Beginning Make lists of real-world examples of three- dimensional shapes from labeled models	Lesson 16 – TG pp. 91-96 <i>How do you describe shapes with straight sides?</i> Lesson 17 – TG pp. 97-102 <i>How do you describe shapes with three sides?</i> Lesson 18 – TG pp. 103-108 <i>How do we draw different shapes?</i> Lesson 19 – TG pp. 109-114 <i>What attributes to solid shapes share?</i> Lesson 20 – TG pp. 115-120 <i>How can you change shapes?</i>
Level 3. Developing Describe attributes of three-dimensional shapes from labeled models	Lesson 16 – TG pp. 91-96 <i>How do you describe shapes with straight sides?</i> Lesson 17 – TG pp. 97-102 <i>How do you describe shapes with three sides?</i> Lesson 18 – TG pp. 103-108 <i>How do we draw different shapes?</i> Lesson 19 – TG pp. 109-114 <i>What attributes to solid shapes share?</i> Lesson 20 – TG pp. 115-120 <i>How can you change shapes?</i>
Level 4. Expanding Compare/contrast attributes of three- dimensional shapes from labeled models or charts (e.g., “A ___ is like a ___ because ___.”)	Lesson 16 – TG pp. 91-96 <i>How do you describe shapes with straight sides?</i> Lesson 17 – TG pp. 97-102 <i>How do you describe shapes with three sides?</i>

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Level 5. Bridging Incorporate descriptions of three-dimensional shapes into real-world situations	Lesson 16 – TG pp. 91-96 <i>How do you describe shapes with straight sides?</i> Lesson 17 – TG pp. 97-102 <i>How do you describe shapes with three sides?</i> Lesson 18 – TG pp. 103-108 <i>How do we draw different shapes?</i> Lesson 19 – TG pp. 109-114 <i>What attributes to solid shapes share?</i> Lesson 20 – TG pp. 115-120 <i>How can you change shapes?</i>