

Northpoint Horizons

CAVS (*Content Academic Vocabulary System*)
 Correlated to the
 WIDA Mathematics English Language Proficiency Standards

Grade School (PreK - K)

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 |
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| ELP Standard 3: The Language of Mathematics, Formative Framework | |
| LISTENING | |
| Non-standard measurement tools | |
| Level 1. Entering Associate size of real life objects (e.g., "big," "little") with nonstandard measurement tools with a partner as modeled orally | Lesson 11 – TG pp. 61-66 <i>How far? How long?</i> |
| Level 2. Beginning Sort real-life objects by size (e.g., "short," "long") using nonstandard measurement tools with a partner as modeled orally | Lesson 11 – TG pp. 61-66 <i>How far? How long?</i> |
| Level 3. Developing Determine size of real life objects using nonstandard measurement tools (e.g., 3 hands long) with a partner as modeled orally | Lesson 11 – TG pp. 61-66 <i>How far? How long?</i> |
| Level 4. Expanding Estimate size of objects from pictures using nonstandard measurement tools with a partner as directed orally | Lesson 11 – TG pp. 61-66 <i>How far? How long?</i> |
| Level 5. Bridging Rank size of objects described according to nonstandard measurement tools with a partner as directed orally | Lesson 6 – TG pp. 31-36 <i>How are objects the same?</i> Lesson 11 – TG pp. 61-66 <i>How far? How long?</i> |
| Patterns | |
| Level 1. Entering Imitate pattern sounds with | |

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| physical movement from modeling (e.g., clap, snap, stomp) | Lesson focuses on the foundational skill needed to transfer background knowledge to meet this standard. Lesson 7 – TG pp. 37-42 <i>What makes a pattern?</i> |
| Level 2. Beginning Select “What comes first, next or last?” in illustrated patterns according to oral directions | Sequencing of first, next or last in patterns is presented throughout these lessons in numeric and graphic examples using the Activity Sheets, Concept Poster, and Activity Placemat. Lesson 2 – TG pp. 7-12 <i>What are some kinds of numbers?</i> Lesson 7 – TG pp. 37-42 <i>What makes a pattern?</i> |
| Level 3. Developing Sort patterns from non-patterns in pictures from oral directions | Lesson focuses on the foundational skill needed to transfer background knowledge to meet this standard. Lesson 7 – TG pp. 37-42 <i>What makes a pattern?</i> |
| Level 4. Expanding Identify patterns from pictures (e.g., “girl, boy, girl, boy”) from oral directions | Lesson 7 – TG pp. 37-42 <i>What makes a pattern?</i> |
| Level 5. Bridging Form patterns from pictures (e.g., “the tall girl, the short girl, the tall boy, the short boy”) from detailed oral directions | Lesson 6 – TG pp. 31-36 <i>How are objects the same?</i> Lesson 7 – TG pp. 37-42 <i>What makes a pattern?</i> |
| SPEAKING | |
| Quantity – A variety of songs and chants can be utilized in these lessons to reinforce the math concepts that are introduced. | |
| Level 1. Entering Participate in and supply quantity words in songs and chants in a whole group (e.g., “One, two, button my shoe.”) | Lesson 1 – TG pp. 1-6 <i>How do you count?</i> |

Comment [b1]: I reformatted, so that the explanation is the lead-in, like the other levels.

Comment [b2]: Should this be stated here? *Size* and *Quantity* are the only sections that have specific callouts.

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| Level 2. Beginning Complete phrases in songs and chants involving quantity in a whole group (e.g., "One potato, two potato, _____.") | 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> |
| Level 3. Developing Repeat verses and chants involving quantity in a whole group | 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> |
| Level 4. Expanding Provide sentences or lines from songs and chants involving quantity in a whole group | 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> |
| Level 5. Bridging Initiate and lead songs and chants involving quantity in a whole group | 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> |
| Size – The materials used in Lesson 6 use a variety of visual and oral prompts to encourage student participation in identifying and comparing size. | |
| Level 1. Entering Indicate size of objects in pictures (e.g., "small," "big") using gestures and words | Lesson 6 – TG pp. 31-36 <i>How are objects the same?</i> |
| Level 2. Beginning Specify size of objects in pictures (e.g., "a small ball," "a big ball") | Lesson 6 – TG pp. 31-36 <i>How are objects the same?</i> |
| Level 3. Developing Compare the size of two objects in pictures using phrases (e.g., "the smaller ball") | Lesson 6 – TG pp. 31-36 <i>How are objects the same?</i> |
| Level 4. Expanding Make statements about size | Lesson 6 – TG pp. 31-36 |

Comment [b3]: Should this be stated here? *Size* and *Quantity* are the only sections that have specific callouts.

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| from pictures or illustrated scenes (e.g., "This is the biggest.") | <i>How are objects the same?</i> |
| Level 5. Bridging Make up related sentences or "stories" about differences in size using comparative language from illustrated scenes | Lesson 6 – TG pp. 31-36 <i>How are objects the same?</i> Lesson 13 – TG pp. 73-78 <i>How much space does it take up?</i> |
| READING | |
| Attributes | |
| Level 1. Entering Identify icons or pictures of real-life objects with a single attribute as modeled (e.g., "This is a toy. Find the picture of a toy.") | Lesson 6 – TG pp. 31-36 <i>How are objects the same?</i> |
| Level 2. Beginning Classify icons or pictures of real-life objects with a single attribute that belong and don't belong to a group as modeled | Lesson 6 – TG pp. 31-36 <i>How are objects the same?</i> Lesson 15 – TG pp. 85-90 <i>How hot or cold is it?</i> |
| Level 3. Developing Identify icons or pictures of real-life objects with two attributes that belong to a group as modeled (e.g., "Find the big, yellow ones.") | Lesson 6 – TG pp. 31-36 <i>How are objects the same?</i> |
| Level 4. Expanding Sort labeled icons or pictures of real life objects with two attributes into groups as modeled | Lesson 6 – TG pp. 31-36 <i>How are objects the same?</i> Lesson 14 – TG pp. 79-84 <i>How much does it weigh?</i> |
| Level 5. Bridging Arrange labeled icons or pictures of real life objects with two attributes by group membership as modeled (e.g., small animals with four legs) | Lesson 6 – TG pp. 31-36 <i>How are objects the same?</i> |
| Geometric Shapes | |
| Level 1. Entering Match pictures of real-life objects (e.g., books or windows) with figures of geometric shapes | 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 |

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| <p>Level 2. Beginning Classify pictures of real life objects according to geometric shapes (e.g., circles or squares)</p> | <p><i>How can you change shapes?</i> 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 Sort diagrams of geometric shapes according to their first letter (e.g., “c” or “r”)</p> | <p>Lessons 19-21 introduce students to geometric shapes through visual representation. 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 Find pairs of matching words and diagrams of geometric shapes</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 5. Bridging Identify words for geometric shapes from labeled diagrams</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> |
| WRITING | |
| Equivalency | |
| <p>Level 1. Entering Draw or trace matched pairs of real-life objects as modeled and directed orally (e.g., two hands, two feet)</p> | <p>Lesson 1 - TG pp. 1-6 <i>How do you count?</i> Lesson 2 – TG pp. 7-12</p> |

Comment [b4]: “and discussion.” Important to make note of students “seeing and saying.”

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| | <i>What are some kinds of numbers?</i> |
| Level 2. Beginning Connect 1:1 matched sets of real-life objects or pictures as modeled and directed orally (e.g., three pencils with three pencils) | 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 11 – TG pp. 61-66 <i>How far? How long?</i> |
| Level 3. Developing Trace numerals that correspond to matched sets of real-life objects or pictures as modeled and directed orally | 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 4. Expanding Make or reproduce numerals up to number ten with various materials that correspond to matched sets of pictures from word walls or word banks as modeled | 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 5. Bridging Supply numerals and number words that correspond to matched sets of pictures from word walls or word banks | 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> |
| Time | |
| Level 1. Entering Draw, trace or copy pictures from models to express times of day | Lesson 9 – TG pp. 49-54 <i>How do you tell time?</i> |
| Level 2. Beginning Depict times of day (e.g., day or night) from illustrated scenes and models using icons, letters or scribble writings | Lesson 9 – TG pp. 49-54 <i>How do you tell time?</i> |
| Level 3. Developing Express times of day (e.g., morning, noon or night) from illustrated scenes and models using words with invented spellings | Lesson 9 – TG pp. 49-54 <i>How do you tell time?</i> Lesson 10 – TG pp. 55-60 <i>When is your birthday?</i> |
| Level 4. Expanding Complete “story” starters related to times of day from illustrated scenes and models using words or phrases with invented | Lesson 9 – TG pp. 49-54 <i>How do you tell time?</i> Lesson 10 – TG pp. 55-60 |

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| spellings | <i>When is your birthday?</i> |
| Level 5. Bridging Produce "stories" about times of day related to events or actions using phrases or short sentences with invented spellings | Lesson 9 – TG pp. 49-54 <i>How do you tell time?</i> Lesson 10 – TG pp. 55-60 <i>When is your birthday?</i> |