

## Northpoint Horizons

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

#### 3-5 Science

This document provides a sampling of the extensive science 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 are living things classified?	<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>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>4J</b> 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 <b>5B</b> write using newly acquired basic vocabulary and content-based grade-level vocabulary
Lesson 2 How are plant and animal systems different?	<b>1C</b> use strategic learning techniques such as concept mapping, drawing, memorizing, comparing, contrasting, and reviewing to acquire basic and grade-level vocabulary <b>2I</b> demonstrate listening comprehension of increasingly complex spoken English by following directions, retelling or summarizing spoken

	<p>messages, responding to questions and requests, collaborating with peers, and taking notes commensurate with content and grade-level needs</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>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 3 How do plants reproduce?</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>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>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 4 What is an ecosystem?</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>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>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>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>5F</b> write using a variety of grade-appropriate sentence lengths, patterns, and connecting words to combine phrases, clauses, and</p>

	sentences in increasingly accurate ways as more English is acquired
Lesson 5 How does energy flow in an ecosystem?	<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>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>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>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 6 What helps an organism live in its ecosystem?	<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>2C</b> learn new language structures, expressions, and basic and academic vocabulary heard during classroom instruction and interactions</p> <p><b>3I</b> adapt spoken language appropriately for formal and informal purposes</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>
Lesson 7 What makes up Earth's atmosphere?	<p><b>1A</b> use prior knowledge and experiences to understand meanings in English</p> <p><b>2D</b> monitor understanding of spoken language during classroom instruction and interactions and seek clarification as needed</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>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 (apostrophe s) correctly; and</li> <li>(iii) using negatives and contractions correctly</li> </ul>
Lesson 8 How are rocks classified?	<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>3D</b> speak using grade-level content area vocabulary in context to internalize new English words and build academic language proficiency</p> <p><b>4J</b> 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><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 9 What is the water cycle?</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>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>3I</b> adapt spoken language appropriately for formal and informal purposes</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>5B</b> write using newly acquired basic vocabulary and content-based grade-level vocabulary</p>
<p>Lesson 10 What are the layers of earth?</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>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>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>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 11 What causes</p>	<p><b>1H</b> inductively or deductively, looking for patterns in language, and analyzing sayings and expressions commensurate with grade-level</p>

<p>earthquakes and volcanoes?</p>	<p>learning expectations  <b>2E</b> use visual, contextual, and linguistic support to enhance and confirm understanding of increasingly complex and elaborated spoken language  <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  <b>4J</b> 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  <b>5A</b> learn relationships between sounds and letters of the English language to represent sounds when writing in English</p>
<p>Lesson 12  How does Earth's surface change?</p>	<p><b>1F</b> use accessible language and learn new and essential language in the process  <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  <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  <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  <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  What are Earth's natural resources?</p>	<p><b>1H</b> inductively or deductively, looking for patterns in language, and analyzing sayings and expressions commensurate with grade-level learning expectations  <b>2C</b> learn new language structures, expressions, and basic and academic vocabulary heard during classroom instruction and interactions  <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>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  <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 14  What makes up matter?</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  <b>2D</b> monitor understanding of spoken language during classroom</p>

	<p>instruction and interactions and seek clarification as needed</p> <p><b>3I</b> adapt spoken language appropriately for formal and informal purposes</p> <p><b>4H</b> read silently with increasing ease and comprehension for longer periods</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 15</p> <p>How do we measure matter?</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>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>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>4J</b> 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><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 16</p> <p>How can matter change?</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>2D</b> monitor understanding of spoken language during classroom instruction and interactions and seek clarification as needed</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>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>5A</b> learn relationships between sounds and letters of the English language to represent sounds when writing in English</p>
<p>Lesson 17</p> <p>What makes things move?</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>2H</b> understand implicit ideas and information in increasingly complex spoken language commensurate with grade-level learning expectations</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>4J</b> 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><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 How do simple machines help things move?</p>	<p><b>1B</b> monitor oral and written language production and employ self-corrective techniques or other resources</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>3H</b> narrate, describe, and explain with increasing specificity and detail as more English is acquired</p> <p><b>4E</b> read linguistically accommodated content area material with a decreasing need for linguistic accommodations as more English is learned</p> <p><b>5B</b> write using newly acquired basic vocabulary and content-based grade-level vocabulary</p>
<p>Lesson 19 How does heat energy move?</p>	<p><b>1A</b> use prior knowledge and experiences to understand meanings in English</p> <p><b>2C</b> inductively or deductively, looking for patterns in language, and analyzing sayings and expressions commensurate with grade-level learning expectations</p> <p><b>3E</b> share information in cooperative learning interactions</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>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 20 How does light energy move?</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>2D</b> monitor understanding of spoken language during classroom instruction and interactions and seek clarification as needed</p> <p><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</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>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 21 How does electricity move?</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>2E</b> use visual, contextual, and linguistic support to enhance and confirm understanding of increasingly complex and elaborated spoken language</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 a 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 22 What is Earth's place in the universe?</p>	<p><b>1F</b> use accessible language and learn new and essential language in the process</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>3I</b> adapt spoken language appropriately for formal and informal purposes</p> <p><b>4I</b> 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><b>5F</b> 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>
<p>Lesson 23 What are patterns in the sky?</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>2C</b> inductively or deductively, looking for patterns in language, and analyzing sayings and expressions commensurate with grade-level learning expectations</p> <p><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</p> <p><b>4E</b> read linguistically accommodated content area material with a decreasing need for linguistic accommodations as more English is learned</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 24 What patterns does Earth repeat?</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>2E</b> use visual, contextual, and linguistic support to enhance and confirm understanding of increasingly complex and elaborated spoken language</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>

	<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
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