

## 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 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 What are living things?	<b>1A</b> use prior knowledge and experiences to understand meanings in English <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>4C</b> develop basic sight vocabulary, derive meaning of environmental print, and comprehend English vocabulary and language structures used routinely in written classroom materials <b>5B</b> write using newly acquired basic vocabulary and content-based grade-level vocabulary
Lesson 2 What are the parts of a plant?	<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>2E</b> use visual, contextual, and linguistic support to enhance and confirm understanding of increasingly complex and elaborated spoken language <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>4B</b> recognize directionality of English reading such as left to right and

	<p>top to bottom</p> <p><b>5A</b> learn relationships between sound and letters of the English language to represent sounds when writing in English</p>
<p>Lesson 3</p> <p>Which animals have a backbone?</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>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 4</p> <p>How do frogs grow and change?</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>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 5</p> <p>How do butterflies grow and change?</p>	<p><b>1A</b> use prior knowledge and experiences to understand meanings in English</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>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</p>

	<p>area and grade level needs</p> <p><b>5G</b> narrate, describe, and explain with increasing specificity and detail to fulfill content areas writing needs as more English is acquired</p>
<p>Lesson 6</p> <p>How do mammals grow and change?</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>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>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>5A</b> learn relationships between sounds and letters of the English language to represent sounds when writing in English</p>
<p>Lesson 7</p> <p>Where do plants and animals live?</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>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>3E</b> share information in cooperative learning interactions</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 8</p> <p>How do living things get food?</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>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 9 What is the water cycle?</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>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>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>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>
<p>Lesson 10 What are some kinds of weather?</p>	<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>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>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>5B</b> write using newly acquired basic vocabulary and content-based grade-level vocabulary</p>
<p>Lesson 11 How does Earth's land change?</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>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>4H</b> read silently with increasing ease and comprehension for longer periods</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 What are seasons?</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>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>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>
<p>Lesson 13 How do we learn about dinosaurs?</p>	<p><b>1B</b> monitor oral and written language production and employ self-corrective techniques or other resources</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>3E</b> share information in cooperative learning interactions</p> <p><b>4F</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>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 14 What is matter?</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 system in newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters</p> <p><b>3H</b> narrate, describe, and explain with increasing specificity and detail 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>5A</b> learn relationships between sounds and letters of the English language to represent sounds when writing in English</p>
<p>Lesson 15 What forms does matter take?</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>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>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 16 How do things move?</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  <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>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  <b>5E</b> employ increasingly complex grammatical structures in content area writing commensurate with grade-level expectations, such as:  (i) using correct verbs, tenses, and pronouns/antecedents;  (ii) using possessive case (apostrophe s) correctly; and  (iii) using negatives and contractions correctly</p>
<p>Lesson 17 How do magnets move things?</p>	<p><b>1F</b> use accessible language and learn new and essential language in the process  <b>2A</b> distinguish sounds and intonation patterns of English with increasing ease  <b>3I</b> adapt spoken language appropriately for formal and informal purposes  <b>4E</b> read linguistically accommodated content area material with a decreasing need for linguistic accommodations as more English is learned  <b>5A</b> learn relationships between sounds and letters of the English language to represent sounds when writing in English</p>
<p>Lesson 18 What makes light?</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  <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>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>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>5B</b> write using newly acquired basic vocabulary and content-based grade-level vocabulary</p>
<p>Lesson 19 What makes heat?</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>2E</b> use visual, contextual, and linguistic support to enhance and confirm understanding of increasingly complex and elaborated spoken language  <b>3C</b> speak using a variety of grammatical structures, sentence lengths, sentence types, and connecting words with increasing accuracy and</p>

	<p>ease as more English is acquired</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 20</p> <p>What makes sound?</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>3E</b> share information in cooperative learning interactions</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> learn relationships between sounds and letters of the English language to represent sounds when writing in English</p>
<p>Lesson 21</p> <p>What can you see in the day sky?</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>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 sentences in increasingly accurate ways as more English is acquired</p>
<p>Lesson 22</p> <p>What can you see in the night sky?</p>	<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>3D</b> speak using grade-level content area vocabulary in context to internalize new English words and build academic language proficiency</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>5A</b> learn relationships between sounds and letters of the English language to represent sounds when writing in English</p>
<p>Lesson 23</p> <p>How does Earth</p>	<p><b>1F</b> use accessible language and learn new and essential language in the process</p>

<p>move?</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>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>4B</b> recognize directionality of English reading such as left to right and top to bottom</p> <p><b>5B</b> write using newly acquired basic vocabulary and content-based grade-level vocabulary</p>
<p>Lesson 24 What is the solar system?</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 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 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>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>