

Northpoint Horizons

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

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

WIDA English Language Proficiency Standards for Science	CAVS Science Grades K-2 Teacher’s Guide Examples/Lessons
<b>ELP Standard 4: The Language of Science, Formative Framework</b>	
<b>LISTENING</b>	
<b>Force &amp; Motion</b>	
<b>Level 1. Entering</b> Explore movement of real-life objects by following oral commands and modeling (e.g., “Push the ball. Watch it move. Make it stop.”)	Lesson 16 – TG pp. 91-96 <i>How do things move?</i> Lesson 17 – TG pp. 97-102 <i>How do magnets move things?</i>
<b>Level 2. Beginning</b> Move real-life objects by following multi-step oral directions (e.g., “The car goes backwards. The car then goes forwards. Finally, it stops.”)	Lesson 16 – TG pp. 91-96 <i>How do things move?</i> Lesson 17 – TG pp. 97-102 <i>How do magnets move things?</i>
<b>Level 3. Developing</b> Compare movement of objects based on oral statements by pointing to pictures or demonstrating using real-life objects (e.g., “Show me which goes fastest: bikes, buses or airplanes.”)	Lesson 16 – TG pp. 91-96 <i>How do things move?</i> Lesson 17 – TG pp. 97-102 <i>How do magnets move things?</i>
<b>Level 4. Expanding</b> Predict movement of objects by pointing to pictures or demonstrating based on oral statements (e.g., “Show what happens when you let go of balloons.”)	Lesson 16 – TG pp. 91-96 <i>How do things move?</i> Lesson 17 – TG pp. 97-102 <i>How do magnets move things?</i>
<b>Level 5. Bridging</b> Role play effects of force on motion through gestures or demonstration based on oral	Lesson 16 – TG pp. 91-96 <i>How do things move?</i>

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scenarios	Lesson 17 – TG pp. 97-102 <i>How do magnets move things?</i>
<b>Chemical &amp; Physical attributes</b>	
<b>Level 1. Entering</b> Identify objects according to chemical or physical properties from pictures and oral statements	Lesson 14 – TG pp. 79-84 <i>What is matter?</i> Lesson 15 – TG pp. 85-90 <i>What forms does matter take?</i>
<b>Level 2. Beginning</b> Match objects according to chemical or physical properties from pictures and oral descriptions	Lesson 14 – TG pp. 79-84 <i>What is matter?</i> Lesson 15 – TG pp. 85-90 <i>What forms does matter take?</i>
<b>Level 3. Developing</b> Group objects according to chemical or physical properties from pictures and oral statements (e.g., “Water and milk are liquids. You can pour them. Find something else to pour.”)	Lesson 14 – TG pp. 79-84 <i>What is matter?</i> Lesson 15 – TG pp. 85-90 <i>What forms does matter take?</i>
<b>Level 4. Expanding</b> Rank or compare objects according to chemical or physical properties from pictures and oral descriptions (e.g., “Which one is the coldest?”)	Lesson 14 – TG pp. 79-84 <i>What is matter?</i> Lesson 15 – TG pp. 85-90 <i>What forms does matter take?</i>
<b>Level 5. Bridging</b> Identify chemical or physical change in properties of objects based on oral scenarios	Lesson 14 – TG pp. 79-84 <i>What is matter?</i> Lesson 15 – TG pp. 85-90 <i>What forms does matter take?</i>
<b>SPEAKING</b>	
<b>Earth &amp; Sky</b>	
<b>Level 1. Entering</b> Name objects of the earth or sky from observation, photographs or models	Lesson 11 – TG pp. 61-66 <i>How does Earth's land change?</i> Lesson 21 – TG pp. 121-126 <i>What can you see in the day sky?</i> Lesson 22 – TG pp. 127-132 <i>What can you see in the night sky?</i> Lesson 23 – TG pp. 133-138

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	<p><i>How does Earth move?</i> Lesson 24 – TG pp. 139-144</p> <p><i>What is the solar system?</i></p>
<p><b>Level 2. Beginning</b> Describe objects of the earth or sky from observation, photographs or models (e.g., “The sun is big and yellow.”)</p>	<p>Lesson 11 – TG pp. 61-66 <i>How does Earth’s land change?</i> Lesson 21 – TG pp. 121-126 <i>What can you see in the day sky?</i> Lesson 22 – TG pp. 127-132 <i>What can you see in the night sky?</i> Lesson 23 – TG pp. 133-138 <i>How does Earth move?</i> Lesson 24 – TG pp. 139-144 <i>What is the solar system?</i></p>
<p><b>Level 3. Developing</b> State relationships between objects of earth or sky using diagrams, photographs or models (e.g., “Mercury is closest to the sun.”)</p>	<p>Lesson 11 – TG pp. 61-66 <i>How does Earth’s land change?</i> Lesson 21 – TG pp. 121-126 <i>What can you see in the day sky?</i> Lesson 22 – TG pp. 127-132 <i>What can you see in the night sky?</i> Lesson 23 – TG pp. 133-138 <i>How does Earth move?</i> Lesson 24 – TG pp. 139-144 <i>What is the solar system?</i></p>
<p><b>Level 4. Expanding</b> Discuss and show changes in the earth and sky using diagrams, photographs or models (e.g., seasons, day/night)</p>	<p>Lesson 11 – TG pp. 61-66 <i>How does Earth’s land change?</i> Lesson 21 – TG pp. 121-126 <i>What can you see in the day sky?</i> Lesson 22 – TG pp. 127-132 <i>What can you see in the night sky?</i> Lesson 23 – TG pp. 133-138 <i>How does Earth move?</i> Lesson 24 – TG pp. 139-144</p>

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<p><b>Level 5. Bridging</b> Report, with details, on topics about the earth and sky (e.g., the Big Dipper) using diagrams, photographs or models</p>	<p><i>What is the solar system?</i></p> <p>Lesson 11 – TG pp. 61-66  <i>How does Earth's land change?</i>  Lesson 21 – TG pp. 121-126  <i>What can you see in the day sky?</i>  Lesson 22 – TG pp. 127-132  <i>What can you see in the night sky?</i>  Lesson 23 – TG pp. 133-138  <i>How does Earth move?</i>  Lesson 24 – TG pp. 139-144  <i>What is the solar system?</i></p>
<b>Weather</b>	
<p><b>Level 1. Entering</b> Use words or phrases related to weather from pictures or photographs (e.g., “clouds in sky”)</p>	<p>Lesson 9 – TG pp. 49-54  <i>What is the water cycle?</i>  Lesson 10 – TG pp. 55-60  <i>What are some kinds of weather?</i>  Lesson 11 – TG pp. 61-66  <i>How does Earth's land change?</i>  Lesson 12 – TG pp. 67-72  <i>What are seasons?</i></p>
<p><b>Level 2. Beginning</b> Make statements about weather from pictures or photographs (e.g. “It’s raining.”)</p>	<p>Lesson 9 – TG pp. 49-54  <i>What is the water cycle?</i>  Lesson 10 – TG pp. 55-60  <i>What are some kinds of weather?</i>  Lesson 11 – TG pp. 61-66  <i>How does Earth's land change?</i>  Lesson 12 – TG pp. 67-72  <i>What are seasons?</i></p>
<p><b>Level 3. Developing</b> Compare/contrast weather conditions from pictures, photographs or graphs</p>	<p>Lesson 9 – TG pp. 49-54  <i>What is the water cycle?</i>  Lesson 10 – TG pp. 55-60  <i>What are some kinds of weather?</i></p>

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	Lesson 11 – TG pp. 61-66 <i>How does Earth's land change?</i> Lesson 12 – TG pp. 67-72 <i>What are seasons?</i>
<b>Level 4. Expanding</b> Forecast weather and provide reasons from pictures, photographs or graphs	Lesson 9 – TG pp. 49-54 <i>What is the water cycle?</i> Lesson 10 – TG pp. 55-60 <i>What are some kinds of weather?</i> Lesson 11 – TG pp. 61-66 <i>How does Earth's land change?</i> Lesson 12 – TG pp. 67-72 <i>What are seasons?</i>
<b>Level 5. Bridging</b> Validate weather forecasts against pictures, photographs or graphs	Lesson 9 – TG pp. 49-54 <i>What is the water cycle?</i> Lesson 10 – TG pp. 55-60 <i>What are some kinds of weather?</i> Lesson 11 – TG pp. 61-66 <i>How does Earth's land change?</i> Lesson 12 – TG pp. 67-72 <i>What are seasons?</i>
<b>READING</b>	
<b>Natural Resources</b>	
<b>Level 1. Entering</b> Select labeled natural resources (e.g., sources of water) to make posters from magazine pictures with a partner	Lesson 9 – TG pp. 49-54 <i>What is the water cycle?</i> Lesson 11 – TG pp. 61-66 <i>How does Earth's land change?</i>
<b>Level 2. Beginning</b> Search for words and pictures in big books or illustrated trade books associated with natural resources (e.g., rain or ice) with a partner	Lesson 9 – TG pp. 49-54 <i>What is the water cycle?</i> Lesson 11 – TG pp. 61-66 <i>How does Earth's land change?</i>
<b>Level 3. Developing</b> Identify illustrated phrases associated with the use of natural resources in activities	Lesson 9 – TG pp. 49-54 <i>What is the water cycle?</i>

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(e.g., "go swimming") with a partner	Lesson 11 – TG pp. 61-66 <i>How does Earth's land change?</i>
<b>Level 4. Expanding</b> Classify illustrated sentences associated with the use/non-use of natural resources in activities with a partner	Lesson 9 – TG pp. 49-54 <i>What is the water cycle?</i> Lesson 11 – TG pp. 61-66 <i>How does Earth's land change?</i>
<b>Level 5. Bridging</b> Sequence sentences to show the use of natural resources in activities (e.g., washing clothes)	Lesson 9 – TG pp. 49-54 <i>What is the water cycle?</i> Lesson 11 – TG pp. 61-66 <i>How does Earth's land change?</i>
<b>Living Organisms</b>	
<b>Level 1. Entering</b> Identify living organisms from labeled diagrams, pictures in graphs or charts	Lesson 1 – TG pp. 1-6 <i>What are living things?</i> Lesson 2 – TG pp. 7-12 <i>What are the parts of a plant?</i> Lesson 3 – TG pp. 13-18 <i>Which animals have a backbone?</i> Lesson 4 – TG pp. 19-24 <i>How do frogs grow and change?</i> Lesson 5 – TG pp. 25-30 <i>How do butterflies grow and change?</i> Lesson 6 – TG pp. 31-36 <i>How do mammals grow and change?</i>
<b>Level 2. Beginning</b> Sort living organisms according to descriptions of their attributes using pictures and phrases with graphic organizers (e.g., T charts)	Lesson 1 – TG pp. 1-6 <i>What are living things?</i> Lesson 2 – TG pp. 7-12 <i>What are the parts of a plant?</i> Lesson 3 – TG pp. 13-18 <i>Which animals have a backbone?</i> Lesson 4 – TG pp. 19-24 <i>How do frogs grow and change?</i> Lesson 5 – TG pp. 25-30

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	<p><i>How do butterflies grow and change?</i> Lesson 6 – TG pp. 31-36</p> <p><i>How do mammals grow and change?</i> Lesson 7 – TG pp. 37-42</p> <p><i>Where do plants and animals live?</i> Lesson 8 – TG pp. 43-48</p> <p><i>How do living things get food?</i></p>
<p><b>Level 3. Developing</b> Transfer information on living organisms and their attributes using pictures and sentences to complete graphs or charts</p>	<p>Lesson 1 – TG pp. 1-6</p> <p><i>What are living things?</i></p> <p>Lesson 2 – TG pp. 7-12</p> <p><i>What are the parts of a plant?</i></p> <p>Lesson 3 – TG pp. 13-18</p> <p><i>Which animals have a backbone?</i></p> <p>Lesson 4 – TG pp. 19-24</p> <p><i>How do frogs grow and change?</i></p> <p>Lesson 5 – TG pp. 25-30</p> <p><i>How do butterflies grow and change?</i></p> <p>Lesson 6 – TG pp. 31-36</p> <p><i>How do mammals grow and change?</i></p> <p>Lesson 7 – TG pp. 37-42</p> <p><i>Where do plants and animals live?</i></p> <p>Lesson 8 – TG pp. 43-48</p> <p><i>How do living things get food?</i></p>
<p><b>Level 4. Expanding</b> Compare living organisms according to their attributes using illustrated graphs or charts and text</p>	<p>Lesson 1 – TG pp. 1-6</p> <p><i>What are living things?</i></p> <p>Lesson 2 – TG pp. 7-12</p> <p><i>What are the parts of a plant?</i></p> <p>Lesson 3 – TG pp. 13-18</p> <p><i>Which animals have a backbone?</i></p> <p>Lesson 4 – TG pp. 19-24</p> <p><i>How do frogs grow and change?</i></p> <p>Lesson 5 – TG pp. 25-30</p>

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<p><b>Level 5. Bridging</b> Interpret graphs or charts related to living organisms and their attributes using explicit grade level text</p>	<p>Lesson 1 – TG pp. 1-6</p> <p><i>What are living things?</i> Lesson 2 – TG pp. 7-12</p> <p><i>What are the parts of a plant?</i> Lesson 3 – TG pp. 13-18</p> <p><i>Which animals have a backbone?</i> Lesson 4 – TG pp. 19-24</p> <p><i>How do frogs grow and change?</i> Lesson 5 – TG pp. 25-30</p> <p><i>How do butterflies grow and change?</i> Lesson 6 – TG pp. 31-36</p> <p><i>How do mammals grow and change?</i> Lesson 7 – TG pp. 37-42</p> <p><i>Where do plants and animals live?</i> Lesson 8 – TG pp. 43-48</p> <p><i>How do living things get food?</i></p>
<b>WRITING</b>	
<b>Renewable &amp; Non-renewable resources</b>	
<p><b>Level 1. Entering</b> Label objects that represent renewable and non-renewable materials from real-life or illustrated examples (e.g., paper, cotton or wool) in L1 or L2</p>	<p>Lesson 7 – TG pp. 37-42</p> <p><i>Where do plants and animals live?</i> Lesson 8 – TG pp. 43-48</p> <p><i>How do living things get food?</i> Lesson 9 – TG pp. 49-54</p> <p><i>What is the water cycle?</i> Lesson 11 – TG pp. 61-66</p>

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	<i>How does Earth's land change?</i>
<p><b>Level 2. Beginning</b> List examples of renewable and nonrenewable materials from illustrated word/ phrase banks using graphic organizers (e.g., T chart) in L1 or L2</p>	<p>Lesson 7 – TG pp. 37-42  <i>Where do plants and animals live?</i>  Lesson 8 – TG pp. 43-48  <i>How do living things get food?</i>  Lesson 9 – TG pp. 49-54  <i>What is the water cycle?</i>  Lesson 11 – TG pp. 61-66  <i>How does Earth's land change?</i></p>
<p><b>Level 3. Developing</b> Distinguish between renewable and nonrenewable resources from pictures or real life materials (e.g. using phrases or short sentences with opposites) in L1 or L2</p>	<p>Lesson 9 – TG pp. 49-54  <i>What is the water cycle?</i>  Lesson 11 – TG pp. 61-66  <i>How does Earth's land change?</i></p>
<p><b>Level 4. Expanding</b> Describe goods made from renewable or nonrenewable resources from pictures or real life materials using sentences</p>	<p>Lesson 9 – TG pp. 49-54  <i>What is the water cycle?</i>  Lesson 11 – TG pp. 61-66  <i>How does Earth's land change?</i></p>
<p><b>Level 5. Bridging</b> Evaluate usefulness of goods made from renewable and nonrenewable resources using a series of related sentences</p>	<p>Lesson 7 – TG pp. 37-42  <i>Where do plants and animals live?</i>  Lesson 8 – TG pp. 43-48  <i>How do living things get food?</i>  Lesson 9 – TG pp. 49-54  <i>What is the water cycle?</i>  Lesson 11 – TG pp. 61-66  <i>How does Earth's land change?</i></p>
<b>Change</b>	
<p><b>Level 1. Entering</b> Note difference or change by labeling drawings or copying words from word banks (e.g., baby to man)</p>	<p>Lesson 4 – TG pp. 19-24  <i>How do frogs grow and change?</i>  Lesson 5 – TG pp. 25-30  <i>How do butterflies grow and change?</i>  Lesson 6 – TG pp. 31-36  <i>How do mammals grow and change?</i></p>

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<p><b>Level 2. Beginning</b> Identify change according to stages of processes or cycles (e.g., from seeds to plants or from caterpillars to butterflies) using words or phrases</p>	<p>Lesson 4 – TG pp. 19-24  <i>How do frogs grow and change?</i>  Lesson 5 – TG pp. 25-30  <i>How do butterflies grow and change?</i>  Lesson 6 – TG pp. 31-36  <i>How do mammals grow and change?</i></p>
<p><b>Level 3. Developing</b> Describe change in processes or cycles depicted in visuals using phrases and short sentences</p>	<p>Lesson 4 – TG pp. 19-24  <i>How do frogs grow and change?</i>  Lesson 5 – TG pp. 25-30  <i>How do butterflies grow and change?</i>  Lesson 6 – TG pp. 31-36  <i>How do mammals grow and change?</i></p>
<p><b>Level 4. Expanding</b> Compare/contrast change depicted in visuals using a series of sentences</p>	<p>Lesson 4 – TG pp. 19-24  <i>How do frogs grow and change?</i>  Lesson 5 – TG pp. 25-30  <i>How do butterflies grow and change?</i>  Lesson 6 – TG pp. 31-36  <i>How do mammals grow and change?</i></p>
<p><b>Level 5. Bridging</b> Explain the process of change in visuals using connected sentences</p>	<p>Lesson 4 – TG pp. 19-24  <i>How do frogs grow and change?</i>  Lesson 5 – TG pp. 25-30  <i>How do butterflies grow and change?</i>  Lesson 6 – TG pp. 31-36  <i>How do mammals grow and change?</i></p>