

Northpoint Horizons

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

WIDA English Language Proficiency Standards for Science	CAVS Science Grades 3-5 Teacher's Guide Examples/Lessons
ELP Standard 4: The Language of Science, Formative Framework	
LISTENING	
Foods & Nutrition	
Level 1. Entering Choose foods from realia, magazines or newspapers following oral directions	Lesson 5 – TG pp. 25-30 <i>How does energy flow in an ecosystem?</i> This lesson offers the perfect opportunity to discuss the food pyramid for nutrition and nutritious habits.
Level 2. Beginning Classify foods from realia, magazines or newspapers following oral directions	Lesson 5 – TG pp. 25-30 <i>How does energy flow in an ecosystem?</i>
Level 3. Developing Compare choices of foods by following oral directions with visual support	Lesson 5 – TG pp. 25-30 <i>How does energy flow in an ecosystem?</i>
Level 4. Expanding Evaluate choices of foods by following oral descriptions (e.g., “Choose the most nutritious food in this group.”)	Lesson 5 – TG pp. 25-30 <i>How does energy flow in an ecosystem?</i>
Level 5. Bridging Design meals by making choices of foods following a series of oral descriptions	Lesson 5 – TG pp. 25-30 <i>How does energy flow in an ecosystem?</i>
States of Matter	
Level 1. Entering Identify examples of states of matter from oral statements with visual support	Lesson 9 – TG pp. 49-54 <i>What is the water cycle?</i> Lesson 14 – TG pp. 79-84 <i>What makes up matter?</i>

WIDA English Language Proficiency Standards for Science	CAVS Science Grades 3-5 Teacher's Guide Examples/Lessons
	Lesson 15 – TG pp. 85-90 <i>How do we measure matter?</i> Lesson 16 – TG pp. 91-96 <i>How can matter change?</i>
Level 2. Beginning Distinguish among examples of states of matter from oral statements and visual support	Lesson 9 – TG pp. 49-54 <i>What is the water cycle?</i> Lesson 14 – TG pp. 79-84 <i>What makes up matter?</i> Lesson 15 – TG pp. 85-90 <i>How do we measure matter?</i> Lesson 16 – TG pp. 91-96 <i>How can matter change?</i>
Level 3. Developing Identify series of changes in states of matter based on oral descriptions and visual support (e.g., from liquid to steam, back to liquid)	Lesson 9 – TG pp. 49-54 <i>What is the water cycle?</i> Lesson 14 – TG pp. 79-84 <i>What makes up matter?</i> Lesson 15 – TG pp. 85-90 <i>How do we measure matter?</i> Lesson 16 – TG pp. 91-96 <i>How can matter change?</i>
Level 4. Expanding Hypothesize change in states of matter from oral descriptions (e.g. “I take ice cubes out of the freezer. I put them in the sun. What will happen?”)	Lesson 9 – TG pp. 49-54 <i>What is the water cycle?</i> Lesson 14 – TG pp. 79-84 <i>What makes up matter?</i> Lesson 15 – TG pp. 85-90 <i>How do we measure matter?</i> Lesson 16 – TG pp. 91-96 <i>How can matter change?</i>
Level 5. Bridging Determine relationships between states of matter from oral discourse and visual support	Lesson 9 – TG pp. 49-54 <i>What is the water cycle?</i> Lesson 14 – TG pp. 79-84 <i>What makes up matter?</i>

WIDA English Language Proficiency Standards for Science	CAVS Science Grades 3-5 Teacher's Guide Examples/Lessons
	Lesson 15 – TG pp. 85-90 <i>How do we measure matter?</i> Lesson 16 – TG pp. 91-96 <i>How can matter change?</i>
SPEAKING	
Nature	
Level 1. Entering Organize and identify natural phenomenal from real-life examples (e.g., “leaves,” “insects,” “rocks”) in small groups	Lesson 4 – TG pp. 19-24 <i>What is an ecosystem?</i> Lesson 5 – TG pp. 25-30 <i>How does energy flow in an ecosystem?</i> Lesson 6 – TG pp. 31-36
Level 2. Beginning Describe natural phenomena from real-life examples using general vocabulary (e.g., “This leaf has five points.”) in small groups	Lesson 4 – TG pp. 19-24 <i>What is an ecosystem?</i> Lesson 5 – TG pp. 25-30 <i>How does energy flow in an ecosystem?</i> Lesson 6 – TG pp. 31-36
Level 3. Developing Categorize natural phenomena from real-life examples and give reasons for categorization scheme using general and some specific vocabulary in small groups	Lesson 4 – TG pp. 19-24 <i>What is an ecosystem?</i> Lesson 5 – TG pp. 25-30 <i>How does energy flow in an ecosystem?</i> Lesson 6 – TG pp. 31-36
Level 4. Expanding Compare features of natural phenomena from real-life examples using specific and some technical vocabulary (e.g., “This leaf has five veins while this one has two.”) in small groups	Lesson 4 – TG pp. 19-24 <i>What is an ecosystem?</i> Lesson 5 – TG pp. 25-30 <i>How does energy flow in an ecosystem?</i> Lesson 6 – TG pp. 31-36
Level 5. Bridging Discuss and explain physical relationships among natural phenomena from real-life examples using technical vocabulary	Lesson 4 – TG pp. 19-24 <i>What is an ecosystem?</i> Lesson 5 – TG pp. 25-30 <i>How does energy flow in an ecosystem?</i> Lesson 6 – TG pp. 31-36
Body or Living Systems	

WIDA English Language Proficiency Standards for Science	CAVS Science Grades 3-5 Teacher's Guide Examples/Lessons
<p>Level 1. Entering Answer questions that name basic parts of systems depicted visually and modeled (e.g., "Your arm is a bone. What is another bone?")</p>	<p>Lesson 1 – TG pp. 1-6 <i>How are living things classified?</i> Lesson 2 – TG pp. 7-13 <i>How are plant and animal systems different?</i> Lesson 3 – TG pp. 13-18 <i>How do plants reproduce?</i></p>
<p>Level 2. Beginning Classify or give examples of parts of systems depicted visually (e.g., "Heart and blood go together.")</p>	<p>Lesson 1 – TG pp. 1-6 <i>How are living things classified?</i> Lesson 2 – TG pp. 7-13 <i>How are plant and animal systems different?</i> Lesson 3 – TG pp. 13-18 <i>How do plants reproduce?</i> Lesson 4 – TG pp. 19-24 <i>What is an ecosystem?</i> Lesson 5 – TG pp. 25-30 <i>How does energy flow in an ecosystem?</i> Lesson 6 – TG pp. 31-36</p>
<p>Level 3. Developing Describe functions of systems or their parts using visual support</p>	<p>Lesson 1 – TG pp. 1-6 <i>How are living things classified?</i> Lesson 2 – TG pp. 7-13 <i>How are plant and animal systems different?</i> Lesson 3 – TG pp. 13-18 <i>How do plants reproduce?</i> Lesson 4 – TG pp. 19-24 <i>What is an ecosystem?</i> Lesson 5 – TG pp. 25-30 <i>How does energy flow in an ecosystem?</i> Lesson 6 – TG pp. 31-36</p>
<p>Level 4. Expanding Discuss importance or usefulness of systems or their parts using visual support</p>	<p>Lesson 1 – TG pp. 1-6 <i>How are living things classified?</i> Lesson 2 – TG pp. 7-13 <i>How are plant and animal systems different?</i></p>

WIDA English Language Proficiency Standards for Science	CAVS Science Grades 3-5 Teacher's Guide Examples/Lessons
	Lesson 3 – TG pp. 13-18 <i>How do plants reproduce?</i> Lesson 4 – TG pp. 19-24 <i>What is an ecosystem?</i> Lesson 5 – TG pp. 25-30 <i>How does energy flow in an ecosystem?</i> Lesson 6 – TG pp. 31-36
Level 5. Bridging Imagine how change affects systems or their parts (e.g., “How might breaking an arm change your daily life?”)	Lesson 1 – TG pp. 1-6 <i>How are living things classified?</i> Lesson 2 – TG pp. 7-13 <i>How are plant and animal systems different?</i> Lesson 3 – TG pp. 13-18 <i>How do plants reproduce?</i> Lesson 4 – TG pp. 19-24 <i>What is an ecosystem?</i> Lesson 5 – TG pp. 25-30 <i>How does energy flow in an ecosystem?</i> Lesson 6 – TG pp. 31-36
READING	
Ecology & Conservation	
Level 1. Entering Sort real-life objects according to labels (e.g., recyclable and not recyclable)	Lesson 7 – TG pp. 37-42 <i>What makes up Earth's Atmosphere?</i> Lesson 13 – TG pp. 73-78 <i>What are Earth's natural resources?</i>
Level 2. Beginning Identify ways to conserve from pictures and written text	Lesson 7 – TG pp. 37-42 <i>What makes up Earth's Atmosphere?</i> Lesson 13 – TG pp. 73-78 <i>What are Earth's natural resources?</i>
Level 3. Developing Sequence descriptive sentences and pictures to illustrate forms of conservation (e.g., recycling process)	Lesson 7 – TG pp. 37-42 <i>What makes up Earth's Atmosphere?</i> Lesson 13 – TG pp. 73-78 <i>What are Earth's natural resources?</i>

WIDA English Language Proficiency Standards for Science	CAVS Science Grades 3-5 Teacher's Guide Examples/Lessons
Level 4. Expanding Find solutions to conservation issues presented in illustrated texts or websites	Lesson 7 – TG pp. 37-42 <i>What makes up Earth's Atmosphere?</i> Lesson 13 – TG pp. 73-78 <i>What are Earth's natural resources?</i>
Level 5. Bridging Research better or new ways to conserve using grade level materials	Lesson 7 – TG pp. 37-42 <i>What makes up Earth's Atmosphere?</i> Lesson 13 – TG pp. 73-78 <i>What are Earth's natural resources?</i>
Earth Materials	
Level 1. Entering Match labeled pictures representing earth materials with vocabulary (e.g., "Which one is a rock?")	Lesson 8 – TG pp. 43-48 <i>How are rocks classified?</i> Lesson 10 – TG pp. 55-60 <i>What are the layers of Earth?</i> Lesson 11 – TG pp. 61-66 <i>What causes earthquakes and volcanoes?</i> Lesson 12 – TG pp. 67-72 <i>How does Earth's surface change?</i> Lesson 13 – TG pp. 73-78 <i>What are Earth's natural resources?</i>
Level 2. Beginning Sort descriptive phrases according to pictures of earth materials	Lesson 8 – TG pp. 43-48 <i>How are rocks classified?</i> Lesson 10 – TG pp. 55-60 <i>What are the layers of Earth?</i> Lesson 11 – TG pp. 61-66 <i>What causes earthquakes and volcanoes?</i> Lesson 12 – TG pp. 67-72 <i>How does Earth's surface change?</i> Lesson 13 – TG pp. 73-78 <i>What are Earth's natural resources?</i>
Level 3. Developing Differentiate among earth materials using charts, tables or graphic organizers	Lesson 8 – TG pp. 43-48 <i>How are rocks classified?</i> Lesson 10 – TG pp. 55-60

WIDA English Language Proficiency Standards for Science	CAVS Science Grades 3-5 Teacher's Guide Examples/Lessons
	<p><i>What are the layers of Earth?</i> Lesson 11 – TG pp. 61-66</p> <p><i>What causes earthquakes and volcanoes?</i> Lesson 12 – TG pp. 67-72</p> <p><i>How does Earth's surface change?</i> Lesson 13 – TG pp. 73-78</p> <p><i>What are Earth's natural resources?</i></p>
<p>Level 4. Expanding Interpret information on earth materials from charts, tables or graphic organizers</p>	<p>Lesson 8 – TG pp. 43-48</p> <p><i>How are rocks classified?</i> Lesson 10 – TG pp. 55-60</p> <p><i>What are the layers of Earth?</i> Lesson 11 – TG pp. 61-66</p> <p><i>What causes earthquakes and volcanoes?</i> Lesson 12 – TG pp. 67-72</p> <p><i>How does Earth's surface change?</i> Lesson 13 – TG pp. 73-78</p> <p><i>What are Earth's natural resources?</i></p>
<p>Level 5. Apply information on earth materials to new contexts using grade level text</p>	<p>Lesson 8 – TG pp. 43-48</p> <p><i>How are rocks classified?</i> Lesson 10 – TG pp. 55-60</p> <p><i>What are the layers of Earth?</i> Lesson 11 – TG pp. 61-66</p> <p><i>What causes earthquakes and volcanoes?</i> Lesson 12 – TG pp. 67-72</p> <p><i>How does Earth's surface change?</i> Lesson 13 – TG pp. 73-78</p> <p><i>What are Earth's natural resources?</i></p>
WRITING	
Earth's History	
<p>Level 1. Entering Label features of the Earth based on diagrams or models (e.g., its layers)</p>	<p>Lesson 7 – TG pp. 37-42</p> <p><i>What makes up Earth's atmosphere?</i> Lesson 10 – TG pp. 55-60</p>

WIDA English Language Proficiency Standards for Science	CAVS Science Grades 3-5 Teacher's Guide Examples/Lessons
	<p><i>What are the layers of Earth?</i> Lesson 11 – TG pp. 61-66</p> <p><i>What causes earthquakes and volcanoes?</i> Lesson 12 – TG pp. 67-72</p> <p><i>How does Earth's surface change?</i> Lesson 13 – TG pp. 73-78</p> <p><i>What are Earth's natural resources?</i></p>
<p>Level 2. Beginning Classify features of the Earth, past or present, from diagrams or graphic organizers using phrases or short sentences</p>	<p>Lesson 7 – TG pp. 37-42</p> <p><i>What makes up Earth's atmosphere?</i> Lesson 10 – TG pp. 55-60</p> <p><i>What are the layers of Earth?</i> Lesson 11 – TG pp. 61-66</p> <p><i>What causes earthquakes and volcanoes?</i> Lesson 12 – TG pp. 67-72</p> <p><i>How does Earth's surface change?</i> Lesson 13 – TG pp. 73-78</p> <p><i>What are Earth's natural resources?</i></p>
<p>Level 3. Developing Describe features of the Earth, past or present, from diagrams or graphic organizers using related sentences</p>	<p>Lesson 7 – TG pp. 37-42</p> <p><i>What makes up Earth's atmosphere?</i> Lesson 10 – TG pp. 55-60</p> <p><i>What are the layers of Earth?</i> Lesson 11 – TG pp. 61-66</p> <p><i>What causes earthquakes and volcanoes?</i> Lesson 12 – TG pp. 67-72</p> <p><i>How does Earth's surface change?</i> Lesson 13 – TG pp. 73-78</p> <p><i>What are Earth's natural resources?</i></p>
<p>Level 4. Expanding Differentiate features of the Earth in past, present or future from diagrams or graphic organizers using paragraphs</p>	<p>Lesson 7 – TG pp. 37-42</p> <p><i>What makes up Earth's atmosphere?</i> Lesson 10 – TG pp. 55-60</p> <p><i>What are the layers of Earth?</i> Lesson 11 – TG pp. 61-66</p>

WIDA English Language Proficiency Standards for Science	CAVS Science Grades 3-5 Teacher's Guide Examples/Lessons
	<p><i>What causes earthquakes and volcanoes?</i> Lesson 12 – TG pp. 67-72</p> <p><i>How does Earth's surface change?</i> Lesson 13 – TG pp. 73-78</p> <p><i>What are Earth's natural resources?</i></p>
<p>Level 5. Bridging Compose fictional and non-fictional multi-paragraph pieces about the Earth's features</p>	<p>Students can use the information provided in these lessons to compose multi-paragraph pieces using the appropriate materials as reference. (Concept Posters, Science Content Picture Dictionary, Worksheets)</p> <p>Lesson 7 – TG pp. 37-42</p> <p><i>What makes up Earth's atmosphere?</i> Lesson 10 – TG pp. 55-60</p> <p><i>What are the layers of Earth?</i> Lesson 11 – TG pp. 61-66</p> <p><i>What causes earthquakes and volcanoes?</i> Lesson 12 – TG pp. 67-72</p> <p><i>How does Earth's surface change?</i> Lesson 13 – TG pp. 73-78</p> <p><i>What are Earth's natural resources?</i></p>
<p>Solar System</p>	
<p>Level 1. Entering Copy names of astronomical objects associated with the solar system from labeled diagrams (e.g., "planets," "stars")</p>	<p>Lesson 22 – TG pp. 127-132</p> <p><i>What is Earth's place in the universe?</i> Lesson 23 – TG pp. 133-138</p> <p><i>What are patterns in the sky?</i> Lesson 24 – TG pp. 139-144</p> <p><i>What patterns does Earth repeat?</i></p>
<p>Level 2. Beginning Describe features of astronomical objects from labeled diagrams</p>	<p>Lesson 22 – TG pp. 127-132</p> <p><i>What is Earth's place in the universe?</i> Lesson 23 – TG pp. 133-138</p> <p><i>What are patterns in the sky?</i> Lesson 24 – TG pp. 139-144</p> <p><i>What patterns does Earth repeat?</i></p>

WIDA English Language Proficiency Standards for Science	CAVS Science Grades 3-5 Teacher's Guide Examples/Lessons
<p>Level 3. Developing Compare/contrast astronomical objects from diagrams or graphs (e.g., size, distance from sun)</p>	<p>Lesson 22 – TG pp. 127-132 <i>What is Earth's place in the universe?</i> Lesson 23 – TG pp. 133-138 <i>What are patterns in the sky?</i> Lesson 24 – TG pp. 139-144 <i>What patterns does Earth repeat?</i></p>
<p>Level 4. Expanding Discuss relationships between astronomical objects from diagrams or graphs</p>	<p>Lesson 22 – TG pp. 127-132 <i>What is Earth's place in the universe?</i> Lesson 23 – TG pp. 133-138 <i>What are patterns in the sky?</i> Lesson 24 – TG pp. 139-144 <i>What patterns does Earth repeat?</i></p>
<p>Level 5. Bridging Evaluate potential usefulness of astronomical objects (e.g., life on the moon, solar power)</p>	<p>Lesson 22 – TG pp. 127-132 <i>What is Earth's place in the universe?</i> Lesson 23 – TG pp. 133-138 <i>What are patterns in the sky?</i> Lesson 24 – TG pp. 139-144 <i>What patterns does Earth repeat?</i></p>