

Northpoint Horizons

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

Grade School (PreK-K)

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
ELP Standard 4: The Language of Science, Formative Framework	
LISTENING	
Change in self & Environment	
Level 1. Entering Indicate change in self through gestures or environment from pictures, according to oral commands	Children recognize a relationship between themselves and other animals. Lesson 3 – TG pp.13-18 <i>Which animals have a backbone?</i>
Level 2. Beginning Match pictures or photographs of offspring with adults following oral models (e.g., from seeds to plants, from kittens to cats) as examples of change	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>
Level 3. Developing Identify stages of development in pictures of self or organisms in the environment following oral models as examples of change	Lesson 2 – TG pp. 7-12 <i>What are the parts of a plant?</i> Lesson 3 – TG pp.13-18

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	<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>
Level 4. Expanding Sort illustrated activities by stages of development of self or organisms in the environment following oral models as examples of change	Lesson 2 – TG pp. 7-12 <i>What are the parts of a plant?</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>
Level 5. Bridging Sequence illustrated activities that denote change in self or environment (e.g., life cycle of plants) as directed orally	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>
Living & Non-living things	
Level 1. Entering Classify living or nonliving things from oral statements and pictures	Lesson 1 – TG pp. 1-6 <i>What are living things?</i>
Level 2. Beginning Match oral descriptions of living or non-living things with pictures (e.g., "It lives in water. It swims.")	Lesson 1 – TG pp. 1-6 <i>What are living things?</i>
Level 3. Developing Identify living or nonliving	Lesson 1 – TG pp. 1-6

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things from WH-questions and pictures (e.g., "Which animal has no legs?")	<i>What are living things?</i> Lesson 7 – TG pp. 37-42 <i>Where do plants and animals live?</i>
Level 4. Expanding Match features (e.g., feathers/birds, fur/dogs, skin/people) of living or non-living things according to pictures and oral directions	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>
Level 5. Bridging Organize pictures with labels or other graphic representations of features of living or non-living things described orally	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> Lesson 7 – TG pp. 37-42 <i>Where do plants and animals live?</i>
SPEAKING	
Senses	
Level 1. Entering Associate senses with physical	Senses are discussed and <i>Paired Activities</i> under

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actions with a partner in L1 or L2	<p>Elaborate, in each lesson, allow children to share and explore experiences. Lesson 18 – TG pp. 103-108 <i>What makes light?</i> Lesson 19 – TG pp. 109-114 <i>What makes heat?</i> Lesson 20 – TG pp. 115-120 <i>What makes sound?</i></p>
Level 2. Beginning Give examples of uses of senses with a partner in L1 or L2 (e.g., “I see...”) 	<p>Senses are discussed and <i>Paired Activities</i> under Elaborate, in each lesson, allow children to share and explore experiences. Lesson 18 – TG pp. 103-108 <i>What makes light?</i> Lesson 19 – TG pp. 109-114 <i>What makes heat?</i> Lesson 20 – TG pp. 115-120 <i>What makes sound?</i></p>
Level 3. Developing Describe everyday activities that involve senses with a partner in L1 or L2 	<p>Senses are discussed and <i>Paired Activities</i> under Elaborate, in each lesson, allow children to share and explore experiences. Lesson 18 – TG pp. 103-108 <i>What makes light?</i> Lesson 19 – TG pp. 109-114 <i>What makes heat?</i> Lesson 20 – TG pp. 115-120 <i>What makes sound?</i></p>
Level 4. Expanding Explain why senses are useful or important to a partner in L1 or L2 	<p>Senses are discussed and <i>Paired Activities</i> under Elaborate, in each lesson, allow children to share and explore experiences. Lesson 18 – TG pp. 103-108 <i>What makes light?</i> Lesson 19 – TG pp. 109-114</p>

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	<i>What makes heat?</i> Lesson 20 – TG pp. 115-120 <i>What makes sound?</i>
Level 5. Bridging Predict how senses are affected by change (e.g., injury, temperature)	Senses are discussed and <i>Paired Activities</i> under Elaborate , in each lesson, allow children to share and explore experiences. Lesson 18 – TG pp. 103-108 <i>What makes light?</i> Lesson 19 – TG pp. 109-114 <i>What makes heat?</i> Lesson 20 – TG pp. 115-120 <i>What makes sound?</i>
Weather	
Level 1. Entering Name familiar objects in photographs or illustrations associated with weather conditions (e.g., “cloud”)	Lesson 10 – TG pp. 55-60 <i>What are some kinds of weather?</i>
Level 2. Beginning Describe weather conditions from photographs or illustrations (e.g., “windy”)	Lesson 10 – TG pp. 55-60 <i>What are some kinds of weather?</i>
Level 3. Developing Predict weather conditions from illustrated scenes (e.g., “It’s going to rain.”)	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 12 – TG pp. 67-72 <i>What are seasons?</i>
Level 4. Expanding Compare/contrast weather conditions in illustrated scenes	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 12 – TG pp. 67-72 <i>What are seasons?</i>
Level 5. Bridging Express likes, dislikes or preferences, with reasons, related to weather	Lesson 9 – TG pp. 49-54 <i>What is the water cycle?</i>

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conditions from illustrated scenes	Lesson 10 – TG pp. 55-60 <i>What are some kinds of weather?</i> Lesson 12 – TG pp. 67-72 <i>What are seasons?</i>
READING	
Animals	
Level 1. Entering Match outlines of animals to pictures or objects (e.g., fitting puzzle pieces) with a partner	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>
Level 2. Beginning Match pictures of animals with labels to animal icons with a partner	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>
Level 3. Developing Sort pictures of animals with labels by first letter (e.g., cat, cow) with a partner	Lesson 3 – TG pp. 13-18 <i>Which animals have a backbone?</i>
Level 4. Expanding Find animal words in picture books and classrooms (e.g., on word walls, bulletin boards) with or without a partner	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>

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<p>Level 5. Bridging Classify pictures of animals with labels according to picture books (e.g., at the farm)</p>	<p>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></p>
Body parts	
<p>Level 1. Entering Apply concepts of print to books about body parts (e.g., “The book is about eyes. Show me the title of the book.”)</p>	<p>CAVS Science lessons provide opportunities for students to observe and discuss the developmental stages of body parts during a life cycle. <i>For example:</i></p> <p>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></p>
<p>Level 2. Beginning Pair labeled pictures of body parts with matching icons</p>	<p>CAVS Science lessons provide opportunities for students to observe and discuss the developmental stages of body parts during a life cycle. <i>For example:</i></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>Level 3. Developing Associate labeled pictures of body parts with initial consonants (e.g., nose-n)</p>	<p>CAVS Science lessons provide opportunities for students to observe and discuss the developmental stages of body parts during a life cycle. <i>For example:</i></p>

Comment [b1]: Shouldn't we insert this statement here, as well, since the lessons don't specifically match Level 1 standard?

Comment [b2]: I would word the statement in this manner.

Comment [b3]: Are these specific sections supposed to be blank? Should we still incorporate the “overarching” statement to address each level? See the above statement.

Comment [b4]: I would word the statement in this manner.

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	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>
Level 4. Expanding Find labeled pictures of body parts with the same initial consonant (e.g., fingers-feet)	CAVS Science lessons provide opportunities for students to observe and discuss the developmental stages of body parts during a life cycle. <i>For example:</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>
Level 5. Bridging Match pictures of body parts with words	CAVS Science lessons provide opportunities for students to observe and discuss the developmental stages of body parts during a life cycle. <i>For example:</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>
WRITING	
Colors	
Level 1. Entering Create “messages” in L1 or L2 by experimenting with or mixing colors (e.g., paints)	Throughout the CAVS Science lessons there are opportunities to use the activities to introduce a variety of colors and media. <i>For example:</i> _____

Comment [b5]: I would word the statement in this manner.

Comment [b6]: I would word the statement in this manner.

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	Lesson 2 – TG pp. 7-12 <i>What are the parts of a plant?</i> Lesson 5 – TG pp. 25-30 <i>How do butterflies grow and change?</i> Lesson 12 – TG pp. 67-72 <i>What are seasons?</i>
Level 2. Beginning Practice making letters or scribble writings from models in L1 or L2 using a variety of colors and media	Throughout the CAVS Science lessons there are opportunities to use the activities to introduce a variety of colors and media. <i>For example:</i> Lesson 2 – TG pp. 7-12 <i>What are the parts of a plant?</i> Lesson 5 – TG pp. 25-30 <i>How do butterflies grow and change?</i> Lesson 12 – TG pp. 67-72 <i>What are seasons?</i>
Level 3. Developing Produce letters and words with invented spellings in L1 or L2 based on model picture books or experiments about colors	Throughout the CAVS Science lessons there are opportunities to use the activities to introduce a variety of colors and media. <i>For example:</i> Lesson 2 – TG pp. 7-12 <i>What are the parts of a plant?</i> Lesson 5 – TG pp. 25-30 <i>How do butterflies grow and change?</i> Lesson 12 – TG pp. 67-72 <i>What are seasons?</i>
Level 4. Expanding Reproduce words or phrases with invented spellings in L1 or L2 found in picture books or experiments about colors	Throughout the CAVS Science lessons there are opportunities to use the activities to introduce a variety of colors and media. <i>For example:</i> Lesson 2 – TG pp. 7-12 <i>What are the parts of a plant?</i>

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	Lesson 5 – TG pp. 25-30 <i>How do butterflies grow and change?</i> Lesson 12 – TG pp. 67-72 <i>What are seasons?</i>
Level 5. Bridging Compose “stories” about colors (e.g., rainbows) using drawings and words, phrases or short sentences with invented spellings in L1 or L2	Throughout the CAVS Science lessons there are opportunities to use the activities to introduce a variety of colors and media. <i>For example:</i> Lesson 2 – TG pp. 7-12 <i>What are the parts of a plant?</i> Lesson 5 – TG pp. 25-30 <i>How do butterflies grow and change?</i> Lesson 12 – TG pp. 67-72 <i>What are seasons?</i>
Scientific Inquiry	
Level 1. Entering Produce drawings of materials needed for scientific inquiry from labeled pictures	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> Lesson 19 – TG pp. 109-114 <i>What makes heat?</i> Lesson 20 – TG pp. 115-120 <i>What makes sound?</i> Lesson 22 – TG pp. 127-132 <i>What can you see in the night sky?</i>

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<p>Level 2. Beginning Copy names of materials needed for scientific inquiry from labeled pictures</p>	<p>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> 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 12 – TG pp. 67-72 <i>What are seasons?</i></p>
<p>Level 3. Developing Reproduce lists of materials needed for scientific inquiry (e.g., bean, water, soil) from labeled pictures using words with invented spellings</p>	<p>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> 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 11 – TG pp. 61-66 <i>How does Earth's land change?</i></p>

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	Lesson 12 – TG pp. 67-72 <i>What are seasons?</i>
<p>Level 4. Expanding Describe materials used in scientific inquiry using words or phrases with invented spellings</p>	<p>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> 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 11 – TG pp. 61-66 <i>How does Earth's land change?</i> Lesson 12 – TG pp. 67-72 <i>What are seasons?</i> Lesson 13 – TG pp. 73-78 <i>How do we learn about dinosaurs?</i> Lesson 15 – TG pp. 85-90 <i>What forms does matter take?</i> Lesson 19 – TG pp. 109-114 <i>What makes heat?</i> Lesson 20 – TG pp. 115-120 <i>What makes sound?</i> Lesson 22 – TG pp. 127-132 <i>What can you see in the night sky?</i></p>
<p>Level 5. Bridging Relate experiences from use of materials in scientific inquiry using phrases or short</p>	Lesson 2 – TG pp. 7-12 <i>What are the parts of a plant?</i>

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sentences with invented spellings	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> 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 11 – TG pp. 61-66 <i>How does Earth's land change?</i> Lesson 12 – TG pp. 67-72 <i>What are seasons?</i> Lesson 13 – TG pp. 73-78 <i>How do we learn about dinosaurs?</i> Lesson 15 – TG pp. 85-90 <i>What forms does matter take?</i> Lesson 19 – TG pp. 109-114 <i>What makes heat?</i> Lesson 20 – TG pp. 115-120 <i>What makes sound?</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>