

CAT-4 Match to the Atlantic Curriculum

Level 15 to Grade 5

Reading Atlantic Curriculum, 2004 Specific Outcomes	Canadian Achievement Tests, Fourth Edition (CAT-4)		
	Multiple-Choice Tests		Constructed-Response Tasks
	Reading	Vocabulary	Response to Text
GCO 4: Students will be expected to select, read, and view with understanding a range of literature, information, media, and visual texts.			
4.1 select, independently, texts appropriate to their interests and learning needs			
4.2 read widely and experience a variety of children's literature with an emphasis in genre and authors	15		
4.3 use pictures and illustrations, word structures, and text features to locate topics, and obtain or verify their understanding of information	6, 10, 12, 14, 20, 22, 26, 30, 33, 38, 42, 44, 46		1, 2, 3, 4
4.4 use and integrate the pragmatic, semantic, syntactic, and graphophonic cueing systems (including context clues; word order; structural analysis to identify roots, prefixes, and suffixes) and a variety of strategies to construct meaning; use a dictionary to determine word meaning in context	9, 17, 18, 19, 27, 34, 35, 37, 40, 41, 45, 48	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40	2
4.5 describe and discuss their own processes and strategies in reading and viewing			
GCO 6: Students will be expected to respond personally to a range of texts.			
6.1 describe, share, and discuss their personal reactions to a range of texts across genres, topics, and subjects			1, 2, 5
6.2 support their opinions about texts and features of texts	1, 3, 13		1, 2, 3, 4, 5, 6
GCO 7: Students will be expected to respond critically to a range of texts, applying their knowledge of language, form and genre.			
7.1 use their background knowledge to question and analyze information presented in print and visual texts	2, 16, 36		
7.2 recognize how conventions and characteristics of different types of print and media texts help them understand what they read and view	7, 11		3, 4
7.3 respond critically to texts by <ul style="list-style-type: none"> • applying strategies to analyse a text • demonstrating growing awareness that all texts reflect a purpose and a point of view • identifying instances where language is being used to manipulate, persuade, or control them • identifying instances of opinion, prejudice, bias, and stereotyping 	4, 5, 8, 21, 23, 24, 25, 28, 29, 31, 32, 39, 43, 47		1, 2, 3, 4, 5, 6

CAT-4 Match to the Atlantic Curriculum

Level 15 to Grade 5

Writing Atlantic Curriculum, 2004 Specific Outcomes	Canadian Achievement Tests, Fourth Edition (CAT-4)		
	Multiple-Choice Tests		Constructed-Response Tasks
	Writing Conventions	Spelling	Writing
GCO 8: <i>Students will be expected to use writing and other forms of representation to explore, clarify, and reflect on their thoughts, feelings, experiences, and learnings; and to use their imaginations</i>			
8.1 use strategies in writing and other ways of representing to <ul style="list-style-type: none"> • frame questions and answers to those questions • generate topics of personal interest and importance • record, develop, and reflect on ideas, attitudes, and opinions • compare their own thoughts and beliefs to those of others • describe feelings, reactions, values, and attitudes • record and reflect on experiences and their responses to them • formulate and monitor goals for learning • practice and extend strategies for monitoring learning 	5, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40		1, 2, 3, 4, 5
8.2 expand appropriate note-making strategies from a growing repertoire	3, 4		1, 2, 4, 5
8.3 make deliberate language choices, appropriate to purpose, audience, and form, to enhance meaning and achieve interesting effects in imaginative writing and other ways of representing	15, 16, 17, 18, 19, 20, 21, 22, 26, 27, 28, 37, 38, 39, 40		1, 2, 3, 5
GCO 9: <i>Students will be expected to create texts collaboratively and independently, using a variety of forms for a range of audiences and purposes.</i>			
9.1 create written and media texts, collaboratively and independently, in different modes (expressive, transactional, and poetic) and in a variety of forms <ul style="list-style-type: none"> • use specific features, structures, and patterns of various text forms to create written and media text 			1, 3, 4, 5
9.2 demonstrate some awareness of purpose and audience			2, 3, 4, 5
9.3 invite responses to early drafts of their writing/media productions <ul style="list-style-type: none"> • use audience reaction to help shape subsequent drafts • reflect on their final drafts from a reader's/viewer's/listener's point of view 			
GCO 10: <i>Students will be expected to use a range of strategies to develop effective writing and media products to enhance their clarity, precision, and effectiveness</i>			
10.1 use a range of prewriting, drafting, revising, editing, proofreading, and presentation strategies			1, 2, 3, 4, 5
10.2 demonstrate an increasing understanding of the conventions of written language in final products <ul style="list-style-type: none"> • use basic spelling rules and show an understanding of irregularities • use appropriate syntax in final products • use references while editing 	1, 2, 6, 7, 8, 9, 10, 11, 12, 13, 14, 23, 24, 25	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30	1, 2, 3, 4, 5
10.3 use technology with increasing proficiency to create, revise, edit, and publish texts			

CAT-4 Match to the Atlantic Curriculum

Level 15 to Grade 5

Writing Atlantic Curriculum, 2004 Specific Outcomes	<i>Canadian Achievement Tests, Fourth Edition (CAT-4)</i>		
	Multiple-Choice Tests		Constructed-Response Tasks
	Writing Conventions	Spelling	Writing
10.4 demonstrate commitment to shaping and reshaping pieces of writing and other representations through stages of development and refinement			1, 2, 3, 4, 5
10.5 select, organize, and combine relevant information from two or more sources to construct and communicate meaning			

CAT-4 Match to Atlantic Curriculum (2004)

Level 15 to Grade 5

Mathematics Atlantic Provinces Curriculum	<i>Canadian Achievement Tests, Fourth Edition (CAT-4)</i>		
	Multiple-Choice Tests		Constructed-Response Tasks
	Mathematics	Computation and Estimation	Math Processes
Number			
A1 represent whole numbers to the millions	1, 5, 12, 14		
A2 interpret and model decimal tenths, hundredths and thousandths	59		
A3 interpret, model and rename fractions			
A4 demonstrate an understanding of the relationship between fractions and division	29		
A5 explore the concepts of ratio and rate informally			
A6 read and represent numbers to millions			
A7 read and represent decimals to thousandths	11, 48, 54, 58	22, 27	
A8 compare and order large numbers			
A9 compare and order decimals	59		
A10 compare and order fractions using conceptual methods			
A11 recognize and find factors of numbers			
Operation Sense			
B1 find sums and differences involving decimals to thousandths		4, 5, 10, 14, 16, 18, 20, 21	
B2 multiply 2-, 3- and 4-digit numbers by 1-digit numbers		2, 13	
B3 find the product of two 2-digit numbers		17	
B4 divide 2-, 3- and 4-digit numbers by single-digit divisors and investigate division by 2-digit divisors		3, 26, 31	
B5 find simple products of whole numbers and decimals		19, 24, 33	
B6 divide decimal numbers by single-digit whole numbers			
B7 determine whether an open sentence is always, sometimes, or never true			
B8 solve and create addition and subtraction problems involving whole numbers and/or decimals	22, 30, 32, 41, 42, 45	1, 7, 8, 9, 11, 12, 23, 28, 29	
B9 solve and create multiplication and division problems involving whole numbers and/or decimals	19, 28, 36, 50	15, 25, 35, 36	
B10 estimate sums and differences involving decimals to thousandths			
B11 estimate products and quotients of two whole numbers	37	30, 32	
B12 estimate products and quotients of decimal numbers by single-digit whole numbers		6, 34	
B13 perform appropriate mental multiplications with facility			
B14 divide numbers mentally when appropriate	37, 60		
B15 multiply whole numbers by 0.1, 0.01 and 0.001 mentally			

CAT-4 Match to Atlantic Curriculum (2004)

Level 15 to Grade 5

Mathematics Atlantic Provinces Curriculum	<i>Canadian Achievement Tests, Fourth Edition (CAT-4)</i>		
	Multiple-Choice Tests		Constructed-Response Tasks
	Mathematics	Computation and Estimation	Math Processes
Patterns and Relationships			
C1 use place value patterns to extend understanding of the representation of numbers to millions	12		
C2 recognize and explain the pattern in dividing by 10, 100 and 1000 and in multiplying by 0.1, 0.01 and 0.001			
C3 solve problems using patterns	6, 7, 13, 15, 18, 24, 31, 40, 55		
C4 rearrange factors to make multiplication simpler			
C5 recognize and explain how a change in one factor affects a product or quotient	35		
C6 predict how a change in unit affects an SI measurement			
C7 manipulate the dimensions of a rectangle so that the area remains the same			
C8 demonstrate an understanding that the multiplicative relationship between numerators and denominators is constant for equivalent fractions			
C9 represent measurement relationships using tables and two-dimensional graphs			
Measurement			
D1 solve simple problems involving the perimeters of polygons	27, 33, 44, 49		
D2 calculate areas of irregular shapes	56		
D3 determine the measure of right, acute and obtuse angles			
D4 demonstrate an understanding of the relationship among particular SI units			
D5 develop formulas for areas and perimeters of squares and rectangles	47		
D6 solve simple problems involving volume and capacity			
D7 estimate angle size in degrees			
D8 determine which unit is appropriate in a given situation and solve problems involving length and area			
Foundational Skills of Measurement	34, 46		
Shape and Space			
E1 draw a variety of nets for various prisms and pyramids	3, 10, 17		
E2 identify, describe and represent the various cross-sections of cubes and rectangular prisms			

CAT-4 Match to Atlantic Curriculum (2004)

Level 15 to Grade 5

Mathematics Atlantic Provinces Curriculum	Canadian Achievement Tests, Fourth Edition (CAT-4)		
	Multiple-Choice Tests		Constructed-Response Tasks
	Mathematics	Computation and Estimation	Math Processes
E3 make and interpret isometric drawings of shapes made from cubes			
E5 predict and construct figures made by combining two triangles	4, 23		
E6 recognize, name, describe and represent perpendicular lines/segments, bisectors of angles and segments, and perpendicular-bisectors of segments			
E7 recognize, name, describe and construct right, obtuse and acute triangles			
Shape and Space			
E8 make generalizations about the diagonal properties of squares and rectangles and apply them			
E9 make generalizations about the properties of translations and reflections and apply them Good	2, 8, 9, 20		
E10 explore rotations of one quarter, one-half and three-quarter turns, using a variety of centres	16		
E11 make generalizations about the rotational symmetry properties of squares and rectangles and apply them			
E12 recognize, name and represent figures that tessellate			
E13 explore how figures can be dissected and transformed into other figures			
Foundational Skills of Spatial Sense	53		
Data Management and Probability			
F1 use double bar graphs to display data			
F2 use bar graphs to display and interpret data	26, 38, 39		
F3 use coordinate graphs to display data	21		
F4 create and interpret line graphs	51, 52, 57		
F5 group data appropriately and use stem-and-leaf plots to describe the data			
F6 recognize and explain the effect of changes in data on the mean of that data			
F7 explore relevant issues for which data collection assists in reaching conclusions			
Data Management and Probability			
G1 conduct simple experiments to determine probabilities			
G2 determine simple theoretical probabilities and use fractions to describe them	25, 43		