

CAT-4 Match to the British Columbia Curriculum

Level 11 to Grade 1

Reading British Columbia Curriculum, 2006 Specific Outcomes	Canadian Achievement Tests, Fourth Edition (CAT-4)			
	Multiple-Choice Tests			Constructed-Response Tasks
	Reading	Word Analysis	Vocabulary	Response to Text
Reading and Viewing Purposes (Reading and Viewing)				
B1 read and demonstrate comprehension of grade-appropriate literary texts (e.g., stories, legends, poems)				3, 5, 6
B2 read and demonstrate comprehension of grade-appropriate information texts				1, 2, 4
B3 read and reread just-right texts independently for 10 to 15 minutes daily for enjoyment and to improve fluency and comprehension				1, 2, 3, 4
B4 view and demonstrate understanding that visual texts are sources of information				
Strategies (Reading and Viewing)				
B5 use strategies before reading and viewing, including <ul style="list-style-type: none"> accessing prior knowledge to make connections making predictions asking questions setting a purpose 	P14 1 P15 3 P15 5 P20 1			
B6 use some comprehension and word-decoding strategies during reading and viewing to construct, monitor, and confirm meaning, including <ul style="list-style-type: none"> predicting and making connections visualizing figuring out unknown words self-monitoring and self-correcting retelling 	P5 1, 2 P8 2 P9 4 P11 5 P12 6 P14 2 P16 1 P17 3, 4 P18 1, 2 P19 4		P28 2, 3, 4, 5, 6, 7, 8 P29 9, 10, 11, 12, 13 P30 2, 3, 4, 5 P31 6, 7, 8, 9, 10, 11 P32 12, 13	
B7 use strategies after reading and viewing to confirm and extend meaning, including <ul style="list-style-type: none"> rereading or “re-viewing” discussing with others retelling sketching writing a response 	P8 3 P17 6			1, 2, 3, 4, 5, 6
Thinking (Reading and Viewing)				
B8 respond to selections they read or view, by <ul style="list-style-type: none"> expressing an opinion supported with a reason making text-to-self, text-to-text, and text-to-world connections 	P5 4 P15 6 P19 6, 9 P20 4			1, 3, 5, 6
B9 read and view to expand knowledge, by <ul style="list-style-type: none"> predicting and connecting comparing and inferring inquiring and explaining 	P20 2 P20 5			2, 4
B10 reflect on their reading and viewing to identify their strengths and to discuss attributes of good readers and viewers				

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	Reading	Word Analysis	Vocabulary	Response to Text
Features (Reading and Viewing)				
B11 recognize and derive meaning from the structures and features of texts, including <ul style="list-style-type: none"> • concepts about print and concepts about books • elements of stories (e.g., beginning, middle, end; character, setting, events) • ‘text features’ • the vocabulary needed to talk about texts (e.g., book, author, title, illustrator, pictures) 	P5 3 P7 1 P12 7, 8 P13 9, 10 P15 5 P16 2 P17 5 P19 3, 7, 8 P20 3			
B12 recognize and fluently identify all alphabetic letters and their associated sounds, and recognize word patterns and some high-frequency words		P23 2, 3, 4, 5 P24 2, 3, 4, 5 P25 2, 3, 4, 5 P26 2, 3, 4, 5, 6, 7, 8 P27 9, 10, 11, 12, 13		

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Writing British Columbia Curriculum, 2006 Specific Outcomes	<i>Canadian Achievement Tests, Fourth Edition (CAT-4)</i>	
	Multiple-Choice Tests	Constructed-Response Tasks
	Spelling	Writing
Purposes (Writing and Representing)		
C1 create straightforward personal writing and representations that express simple ideas, feelings, likes, and dislikes, featuring <ul style="list-style-type: none"> • ideas represented through words, sentences, and images that connect to a topic • developing sentence fluency by using simple sentences that relate to each other • developing word choice by attempting to use descriptive words and interesting details • developing voice by showing some evidence of individuality • an organization that follows a form or text presented or modelled by the teacher, such as a list, card, or letter 		1, 2, 4
C2 create straightforward informational writing and representations, using prompts to elicit ideas and knowledge, featuring <ul style="list-style-type: none"> • ideas represented through words, sentences, and images that connect to a topic • developing sentence fluency by using simple sentences, patterns, labels, and captions • developing word choice by beginning to use content-specific vocabulary and some detail • developing voice by showing how they think and feel about a topic • an organization that follows a form modelled by the teacher, such as a list, web, chart, cluster, or other graphic organizer 		
C3 create imaginative writing and representations, often modelled on those they have read, heard, or viewed, featuring <ul style="list-style-type: none"> • ideas represented through sentences and images that generally connect to a topic • developing sentence fluency by using simple sentences, dialogue, phrases, and poetic language • developing word choice by attempting to use new and descriptive words • developing voice by showing some evidence of individuality • an organization that generally follows a form presented or modelled by the teacher; stories include a beginning, middle, and end 		3, 5
Strategies (Writing and Representing)		
C4 use strategies before writing and representing, including <ul style="list-style-type: none"> • setting a purpose • identifying an audience • participating in developing class-generated criteria • generating, selecting, and organizing ideas from home and/or school experiences 		

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Writing British Columbia Curriculum, 2006 Specific Outcomes	<i>Canadian Achievement Tests, Fourth Edition (CAT-4)</i>	
	Multiple-Choice Tests	Constructed-Response Tasks
	Spelling	Writing
C5 use strategies during writing and representing to express thoughts in written and visual form (e.g., looking at picture books and student writing samples as models)		
C6 use a strategy after writing and representing to improve their work (e.g., sharing their written work and representations, checking for completeness, adding details)		1, 2, 3, 4, 5
Thinking (Writing and Representing)		
C7 use writing and representing to express personal responses and likes or dislikes about experiences or texts		1, 2, 4, 5
C8 use writing and representing to extend their thinking		
C9 reflect on their writing and representing to identify their strengths and to discuss attributes of good writers and representers		
Features (Writing and Representing)		
C10 use some features and conventions of language to express meaning in their writing and representing, including <ul style="list-style-type: none"> • complete simple sentences • “s” to form plural of familiar words • capital letters at the beginning of people’s names and of sentences, and capitalize the pronoun “I” • a period to mark the end of a sentence • words from their oral language vocabulary as well as less familiar words from class-displayed lists • knowledge of consonant and short vowel sounds to spell phonically regular one-syllable words • spelling phonically irregular high-frequency words from memory • attempting to spell unknown words through phonic knowledge and skills and visual memory • legible printing from left to right of all uppercase and lowercase letters • appropriate spacing between letters and between words 	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20	1, 2, 3, 4, 5

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Mathematics British Columbia Curriculum 2007	Canadian Achievement Tests, Fourth Edition (CAT-4)		
	Multiple-Choice Tests		Constructed-Response Tasks
	Mathematics	Computation	Math Processes
Number			
A1 say the number sequence, 0 to 100, by <ul style="list-style-type: none"> • 1s forward and backward between any two given numbers • 2s to 20, forward starting at 0 • 5s and 10s to 100, forward starting at 0 [C, CN, V, ME] 	P39 10		
A2 recognize, at a glance, and name familiar arrangements of 1 to 10 objects or dots [C, CN, ME, V]			
A3 demonstrate an understanding of counting by <ul style="list-style-type: none"> • indicating that the last number said identifies “how many” • showing that any set has only one count • using the counting on strategy • using parts or equal groups to count sets [C, CN, ME, R, V]	P36 2 P37 5 P40 12 P41 13 P42 1, 2 P44 6 P45 7 P49 3		
A4 represent and describe numbers to 20 concretely, pictorially, and symbolically [C, CN, V]	P36 1, 3, 4 P45 9		
A5 compare sets containing up to 20 elements to solve problems using	P53 9, 10	P64 6	
A6 estimate quantities to 20 by using referents [C, ME, PS, R, V]		P63 3 P65 7	
A7 demonstrate, concretely and pictorially, how a given number can be represented by a variety of equal groups with and without singles [C, R, V]	P41 14 P46 12 P50 4 P51 6		
A8 identify the number, up to 20, that is one more, two more, one less, and two less than a given number. [C, CN, ME, R, V]	P54 1 P56 4		
A9 demonstrate an understanding of addition of numbers with answers to 20 and their corresponding subtraction facts, concretely, pictorially, and symbolically by using familiar and mathematical language to describe additive and subtractive actions from their experience creating and solving problems in context that involve addition and subtraction modelling addition and subtraction using a variety of concrete and visual representations, and recording the process symbolically [C, CN, ME, PS, R, V]		P58 2, 3, 4, 5, 6, 7, 8 P59 9, 10, 11, 12, 13 P61 8, 9, 10, 11, 12, 13 P62 1, 2 P63 4, 5 P65 8, 9 P66 11, 12	
A10 describe and use mental mathematics strategies (memorization not intended), such as <ul style="list-style-type: none"> • counting on and counting back • making 10 • doubles • using addition to subtract • to determine the basic addition facts to 18 and related subtraction facts [C, CN, ME, PS, R, V] 	P55 3 P57 8	P65 10	

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Mathematics British Columbia Curriculum 2007	Canadian Achievement Tests, Fourth Edition (CAT-4)		
	Multiple-Choice Tests		Constructed-Response Tasks
	Mathematics	Computation	Math Processes
Patterns and Relations			
Patterns			
B1 demonstrate an understanding of repeating patterns (two to four elements) by <ul style="list-style-type: none"> • describing • reproducing • extending • creating • patterns using manipulatives, diagrams, sounds, and actions [C, PS, R, V] 	P44 5 P46 10 P47 14 P48 2 P52 7, 8 P56 5, 6 P57 7, 9		
B2 translate repeating patterns from one representation to another [C, R, V]	P38 7 P54 2		
Variables and Equations			
B3 describe equality as a balance and inequality as an imbalance, concretely, and pictorially (0 to 20) [C, CN, R, V]			
B4 record equalities using the equal symbol [C, CN, PS, V]			
Shape and Space			
Measurement			
C1 demonstrate an understanding of measurement as a process of comparing by <ul style="list-style-type: none"> • identifying attributes that can be compared • ordering objects • making statements of comparison • filling, covering, or matching [C, CN, PS, R, V] 	P37 6 P40 11 P43 3		
3-D Objects and 2-D Shapes			
C2 sort 3-D objects and 2-D shapes using one attribute, and explain the sorting rule [C, CN, R, V]	P39 9 P45 8		
C3 replicate composite 2-D shapes and 3-D objects [CN, PS, V]	P44 4 P47 13 P48 1 P50 5		
C4 compare 2-D shapes to parts of 3-D objects in the environment [C, CN, V]			