

# CAT-4 Match to the Manitoba Curriculum

Level 12 to Grade 2

Reading Manitoba Curriculum Specific Outcomes	Canadian Achievement Tests, Fourth Edition (CAT-4)			
	Multiple-Choice Tests			Constructed-Response Tasks
	Reading	Word Analysis	Vocabulary	Response to Text
<b>General Outcome 1</b> — <i>Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences.</i>				
<b>1.1 Discover and Explore</b>				
<b>1.1.1 Express Ideas</b> Make and talk about personal observations and predictions.				
<b>1.1.2 Consider Others' Ideas</b> Ask for others' ideas and observations to help discover and explore personal understanding.				
<b>1.1.3 Experiment with Language and Form</b> Use a variety of forms to organize and give meaning to familiar experiences, ideas, and information.				
<b>1.1.4 Express Preferences</b> Express preferences for a variety of oral, literary, and media texts.				
<b>1.1.5 Set Goals</b> Develop a sense of self as reader, writer, and illustrator.				
<b>1.2 Clarify and Extend</b>				
<b>1.2.1 Develop Understanding</b> Connect new information, ideas, and experiences with prior knowledge and experiences.	P4 2 P5 3 P17 3 P23 4			1, 3, 4, 6
<b>1.2.2 Explain Opinions</b> Explain new experiences and understanding.				1, 2, 3, 4, 5, 6
<b>1.2.3 Combine Ideas</b> Arrange ideas and information to make sense.				1, 2, 3, 4, 5, 6
<b>1.2.4 Extend Understanding</b> Demonstrate curiosity about and question ideas and observations to make sense of experiences.				
<b>General Outcome 2</b> — <i>Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.</i>				
<b>2.1 Use Strategies and Cues</b>				
<b>2.1.1 Prior Knowledge</b> Make connections between texts, prior knowledge, and personal experiences.	P13 2 P14 7 P23 5 P24 7			1, 2, 3, 6
<b>2.1.2 Comprehension Strategies</b> Explain anticipated meaning, recognize relationships, and draw conclusions; self-correct understanding using a variety of strategies.	P8 4 P11 4 P13 1 P14 5 P16 2 P21 8 P23 3			5, 6

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<b>2.1.3 Textual Cues</b> Use textual cues to construct and confirm meaning.	P7 1 P11 2 P14 6 P16 1 P20 7 P23 1 P24 6			
<b>2.1.4 Cueing Systems</b> Use syntactic, semantic, and graphophonic cues to construct and confirm meaning in context.	P4 1 P5 5 P7 2 P8 3 P10 1 P13 3, 4 P18 4 P19 5 P24 8, 9			
<b>2.2 Respond to Texts</b>				
<b>2.2.1 Experience Various Texts</b> Choose to engage in a variety of shared and independent listening, reading, and viewing experiences using texts from a variety of forms and genres and cultural traditions.				
<b>2.2.2 Connect Self, Texts, and Culture</b> Discuss the experiences and traditions of various communities and cultures portrayed in oral, literary, and media texts.				
<b>2.2.3 Appreciate the Artistry of Texts</b> Identify and express the feelings of people in oral, literary, and media texts.	P9 7			5, 6
<b>2.3 Understand Forms and Techniques</b>				
<b>2.3.1 Forms and Genre</b> Recognize that information and ideas can be expressed in a variety of forms and genres.				
<b>2.3.2 Techniques and Elements</b> Identify the main characters and discuss in own words the beginning, middle, and ending of oral, literary, and media texts.	P9 6			5, 6
<b>2.3.3 Vocabulary</b> Use knowledge of commonalities in word families to increase vocabulary in a variety of contexts.				
<b>2.3.4 Experiment with Language</b> Demonstrate interest in the sounds of words and word combinations in pattern books, poems, songs, and oral and visual presentations.				
<b>2.3.5 Create Original Texts</b> Create original texts to communicate and demonstrate understanding of forms and techniques.				

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<b>General Outcome 3—Students will listen, speak, read, write, view and represent to manage ideas and information.</b>				
<b>3.1 Plan and Focus</b>				
<b>3.1.1 Use Personal Knowledge</b> Record personal knowledge of a topic to identify information needs.				1, 3, 6
<b>3.1.2 Ask Questions</b> Ask questions to understand a topic and identify information needs.				
<b>3.1.3 Contribute to Group Inquiry</b> Contribute relevant information and questions to assist in group understanding of a topic or task.				
<b>3.1.4 Create and Follow a Plan</b> Recall and follow directions for accessing and gathering information.				1, 2, 4
<b>3.2 Select and Process</b>				
<b>3.2.1 Identify Personal and Peer Knowledge</b> Participate in group talk to generate information on a topic and to identify sources of additional information.				
<b>3.2.2 Identify Sources</b> Access information using a variety of sources.				
<b>3.2.3 Assess Sources</b> Match information to inquiry or research needs.				1, 2, 5
<b>3.2.4 Access Information</b> Use the specific library organizational system to locate information and ideas; use visual and auditory cues to make meaning.	P5 4 P9 5 P11 3 P20 6 P23 2			
<b>3.2.5 Make Sense of Information</b> Make connections between prior knowledge, ideas, information, and oral, visual, and written text features.				2, 3
<b>3.3 Organize, Record, and Assess</b>				
<b>3.3.1 Organize Information</b> Categorize related information and ideas using a variety of strategies.				3, 4, 5, 6
<b>3.3.2 Record Information</b> Record key facts and ideas in own words; identify titles and authors of sources.				
<b>3.3.3 Evaluate Information</b> Examine gathered information to decide what information to share or omit.				1, 3, 4, 5
<b>3.3.4 Develop New Understanding</b> Ask questions to reflect on inquiry or research experiences.				

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Writing Manitoba Curriculum Specific Outcomes	Canadian Achievement Tests, Fourth Edition (CAT-4)		
	Multiple-Choice Tests		Constructed-Response Tasks
	Writing Conventions	Spelling	Writing
<b>General Outcome 3</b> — <i>Students will listen, speak, read, write, view and represent to manage ideas and information.</i>			
<b>3.1 Plan and Focus</b>			
<b>3.1.1 Use Personal Knowledge</b> Record personal knowledge of a topic to identify information needs.			1, 2
<b>3.1.2 Ask Questions</b> Ask questions to understand a topic and identify information needs.			
<b>3.1.3 Contribute to Group Inquiry</b> Contribute relevant information and questions to assist in group understanding of a topic or task.			
<b>3.1.4 Create and Follow a Plan</b> Recall and follow directions for accessing and gathering information.			
<b>3.2 Select and Process</b>			
<b>3.2.1 Identify Personal and Peer Knowledge</b> Participate in group talk to generate information on a topic and to identify sources of additional information.			
<b>3.2.2 Identify Sources</b> Access information using a variety of sources [such as elders, simple chapter books, concept books, multimedia, computers...].			
<b>3.2.3 Assess Sources</b> Match information to inquiry or research needs.			
<b>3.2.4 Access Information</b> Use the specific library organizational system to locate information and ideas; use visual and auditory cues to make meaning.			
<b>3.2.5 Make Sense of Information</b> Make connections between prior knowledge, ideas, information, and oral, visual, and written text features.			1, 2, 3, 5
<b>3.3 Organize, Record, and Assess</b>			
<b>3.3.1 Organize Information</b> Categorize related information and ideas using a variety of strategies.			3, 4
<b>3.3.2 Record Information</b> Record key facts and ideas in own words; identify titles and authors of sources.			
<b>3.3.3 Evaluate Information</b> Examine gathered information to decide what information to share or omit.			1, 2, 3, 4, 5
<b>3.3.4 Develop New Understanding</b> Ask questions to reflect on inquiry or research experiences.			

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	Multiple-Choice Tests		Constructed-Response Tasks
	Writing Conventions	Spelling	Writing
<b>General Outcome 4</b> — <i>Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.</i>			
<b>4.1 Generate and Focus</b>			
<b>4.1.1 Generate Ideas</b> Generate and contribute ideas on particular topics for oral, written, and visual texts.			1, 2, 3, 4, 5
<b>4.1.2 Choose Forms</b> Use a variety of forms for particular audiences and purposes.			4, 5
<b>4.1.3 Organize Ideas</b> Order ideas to create a beginning, middle, and end in own oral, written, and visual texts.			1, 2, 3, 4, 5
<b>4.2 Enhance and Improve</b>			
<b>4.2.1 Appraise Own and Others' Work</b> Share own stories and creations with peers and respond to questions or comments; respond to own and others' work and presentations using pre-established criteria.			
<b>4.2.2 Revise Content</b> Revise illustrations and representations by adding or deleting words and details to make sense.	P44 1, 2, 3 P45 1, 2, 3, 4 P46 5, 6, 7, 8, 9		
<b>4.2.3 Enhance Legibility</b> Form letters and words of consistent size and shape; print legibly using correct letter formation and spacing; explore and use the keyboard to compose and revise text.			
<b>4.2.4 Enhance Artistry</b> Experiment with words and simple sentence patterns to enhance communication forms.			1, 2, 3, 4, 5
<b>4.2.5 Enhance Presentation</b> Combine illustrations and written texts to express ideas, feelings, and information.			
<b>4.3 Attend to Conventions</b>			
<b>4.3.1 Grammar and Usage</b> Check for word for beginning, middle, and end.	P43 1, 2, 3		1, 2, 3, 4, 5
<b>4.3.2 Spelling (see Strategies)</b> Spell familiar words using a variety of strategies [including phonics, structural analysis, and visual memory] and resources.		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
<b>4.3.3 Punctuation and Capitalization</b> Use periods and question marks as end punctuation.	P40 1, 2, 3, 4, 5, 6 P41 7, 8, 9, 10, 11 P42 12, 13, 14, 15		1, 2, 3, 4, 5

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Level 12 to Grade 2

Writing Manitoba Curriculum Specific Outcomes	Canadian Achievement Tests, Fourth Edition (CAT-4)		
	Multiple-Choice Tests		Constructed-Response Tasks
	Writing Conventions	Writing	Writing
<b>4.4 Present and Share</b>			
<b>4.4.1 Share Ideas and Information</b> Share information and ideas on a topic with a familiar audience; clarify information by responding to questions.			
<b>4.4.2 Effective Oral Communication</b> Report briefly to the class using a clear voice and appropriate phrasing and intonation.			
<b>4.4.3 Attentive Listening and Viewing</b> Demonstrate attentive audience behaviours.			
<b>General Outcome 5—Students will listen, speak, read, write, view, and represent to celebrate and to build community.</b>			
<b>5.1 Develop and Celebrate Community</b>			
<b>5.1.1 Compare Responses</b> Tell, draw, and write about self, family, and community.	Writing Conventions		
<b>5.1.2 Relate Texts to Culture</b> Talk about similarities among stories from oral, literary, and media texts from various communities.			
<b>5.1.3 Appreciate Diversity</b> Connect situations portrayed in oral, literary, and media texts to personal experiences.			
<b>5.1.4 Celebrate Special Occasions</b> Participate in shared language experiences to celebrate individual and class achievements.			
<b>5.2 Encourage, Support, and Work with Others</b>			
<b>5.2.1 Cooperate with Others</b> Work in a variety of cooperative and collaborative partnership and group structures.			
<b>5.2.2 Work in Groups</b> Contribute related ideas and information in whole-class and small-group activities.			
<b>5.2.3 Use Language to Show Respect</b> Adjust own language use for different situations.			
<b>5.2.4 Evaluate Group Process</b> Acknowledge achievements of others; rehearse roles and responsibilities in group process by helping others and asking others for help.			

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Mathematics Manitoba Curriculum Specific Expectations	Canadian Achievement Tests, Fourth Edition (CAT-4)		
	Multiple-Choice Tests		Constructed-Response Tasks
	Mathematics	Computation and Estimation	Math Processes
<b>Strand: Number</b> <b>General Outcome: Develop number sense.</b>			
<b>1. Say the number sequence 0 to 100 by:</b> <ul style="list-style-type: none"> <li>1s forward between any two given numbers</li> <li>1s backward from 20 to 0</li> <li>2s forward from 0 to 20</li> <li>5s and 10s forward from 0 to 100</li> </ul>	3, 4, 10, 24, 25, 44, 45		
<b>2. Subitize (recognize) arrangements of objects</b>			
<b>3. Demonstrate an understanding of number relationships</b> <ul style="list-style-type: none"> <li>indicating that one number is more or less than another</li> <li>showing that one number is a multiple of another</li> <li>using the concrete to represent abstract relationships</li> <li>using parts of a whole to represent a whole</li> </ul>			
<b>4. Represent a number pictorially and symbolically</b>			
<b>5. Compare sets</b> <ul style="list-style-type: none"> <li>referents</li> <li>one-to-one correspondence to solve problems.</li> </ul>			
<b>6. Estimate quantities to 20 by using referents</b>		P63 3 P64 6 P65 7, 9	
<b>7. Demonstrate an understanding of conservation of number</b>		P64 6	
<b>8. Identify the number, up to 20, that is: one more, two more, one less, two less than a given number.</b>			
<b>9. Demonstrate an understanding of addition of numbers with answers to 20 and their corresponding subtraction facts, concretely, pictorially and symbolically, by:</b> <ul style="list-style-type: none"> <li>using familiar mathematical language to describe additive and subtractive actions</li> <li>creating and solving problems in context that involve addition and subtraction</li> <li>modelling addition and subtraction, using a variety of concrete and visual representations, and recording the process symbolically</li> </ul>	5, 12, 13, 22, 38, 39, 42, 43, 47	Addition Facts P58, 59 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13 Subtraction Facts P60, 61 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13 P62, 63, 64, 65, 66 1, 2, 4, 5, 8, 11	
<b>10. Describe and use mental mathematics strategies (memorization not intended), such as:</b> <ul style="list-style-type: none"> <li>counting on and counting back</li> <li>making 10</li> <li>using doubles</li> <li>thinking addition for subtraction for basic addition facts and related subtraction facts to 18</li> </ul>	40	P65 9, 10 P66 12	

MISSING MATH

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<b>Mathematics</b> Manitoba Curriculum Specific Expectations	<i>Canadian Achievement Tests, Fourth Edition (CAT-4)</i>		
	Multiple-Choice Tests		Constructed-Response Tasks
	Mathematics	Computation and Estimation	Math Processes
<b>Strand: Patterns and Relations (Patterns)</b> General Outcome: <i>Use patterns to describe the world and to solve problems.</i>			
<b>1. Demonstrate an understanding of repeating patterns (two to four elements) by:</b> <ul style="list-style-type: none"> <li>describing, reproducing, extending, creating patterns using manipulatives, diagrams, ...</li> </ul>			
<b>2. Translate repeating patterns from one representation to another</b>			
<b>3. Sort objects, using one attribute, and explain the sorting rule</b>			
<b>4. Describe equality as a balance and inequality as an imbalance, concretely and pictorially (0 to 20).</b>			
<b>5. Record equalities, using the equal symbol</b>			
<b>Strand: Shape and Space (Measurement)</b> General Outcome: <i>Use direct and indirect measurement to solve problems.</i>			
<b>1. Demonstrate an understanding of measurement as a process of comparing by:</b> <ul style="list-style-type: none"> <li>identifying attributes that can be compared</li> <li>ordering objects</li> <li>making statements of comparison</li> <li>filling, covering or matching</li> </ul>			
<b>Strand: Shape and Space (3-D Objects and 2-D Shapes)</b> General Outcome: <i>Describe the characteristics of 3-D objects and 2-D shapes, and analyze the relationships among them.</i>			
<b>2. Sort 3-D objects and 2-D shapes, using one attribute, and explain the sorting rule.</b>			
<b>3. Replicate composite 2-D shapes and 3-D objects.</b>			
<b>4. Compare 2-D shapes to parts of 3-D objects in the environment</b>			

FYI: chart below can be deleted in final form

Questions with no matching Outcome in the Manitoba Curriculum at this level (Alberta does not now do graphs or time in grade 1 8, 9, 15)