

CAT-4 Match to the Manitoba Curriculum

Level 13 to Grade 3

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
General Outcome 1 — <i>Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences.</i>				
1.1 Discover and Explore				
1.1.1 Express Ideas Describe personal observations, experiences, predictions, and feelings.				2, 4, 6
1.1.2 Consider Others' Ideas Consider others' ideas and observations to discover and explore personal understanding.				
1.1.3 Experiment with Language and Form Experiment with language to express feelings, and talk about memorable experiences and events.				
1.1.4 Express Preferences Collect and share favourite oral, literary, and media texts.				
1.1.5 Set Goals Discuss areas of personal accomplishment and use pre-established criteria to set goals in language learning and use.				
1.2 Clarify and Extend				
1.2.1 Develop Understanding Examine how new experiences, ideas, and information connect to prior knowledge and experiences; record connections.				2, 4, 5, 6
1.2.2 Explain Opinions Explain understanding of new concepts.				1, 3
1.2.3 Combine Ideas Arrange and label ideas and information in more than one way to make sense for self and others.				
1.2.4 Extend Understanding Ask questions to clarify information and develop new understanding.				
General Outcome 2 — <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>				
2.1 Use Strategies and Cues				
2.1.1 Prior Knowledge Make connections between texts, prior knowledge, and personal experiences.	16			2, 3, 4, 5, 6
2.1.2 Comprehension Strategies Set a purpose for listening, reading, and viewing; make and confirm predictions, inferences, and conclusions; reread to check meaning.	2, 3, 4, 7, 8, 11, 12, 17, 23, 26, 27, 33, 34, 36, 37, 40, 41, 43			1, 2, 3, 4, 5, 6

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2.1.3 Textual Cues Use textual cues to construct and confirm meaning.	6, 18, 19, 20, 22, 25, 28, 45			1, 2, 4
2.1.4 Cueing Systems Use syntactic, semantic, and graphophonic cues [including word order and punctuation — period, question mark, exclamation mark, apostrophe, and quotation marks; high-frequency sight words; structural analysis to identify prefixes, suffixes, compound words, contractions, and singular and plural words] to construct and confirm meaning in context.	5, 14, 15, 46		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, 32, 33	
2.2 Respond to Texts				
2.2.1 Experience Various Texts Choose a variety of literary and media texts for shared and independent listening, reading, and viewing experiences using texts from a variety of forms and genres and cultural traditions.				
2.2.2 Connect Self, Texts, and Culture Discuss similarities between experiences and traditions encountered in daily life and those portrayed in oral, literary, and media texts [including texts about Canada or by Canadian writers].				2
2.2.3 Appreciate the Artistry of Texts Identify words that form mental images and create mood in oral, literary, and media texts.	9			
2.3 Understand Forms and Techniques				
2.3.1 Forms and Genre Recognize the distinguishing features of a variety of forms and genres.	1, 24, 38, 48			3, 4, 5
2.3.2 Techniques and Elements Identify the sequence of events in oral, literary, and media texts, the time and place in which they occur, and the roles of main characters.	10, 21, 35, 47			4
2.3.3 Vocabulary Apply knowledge of word patterns [including root words, prefixes, and suffixes] in a variety of contexts to extend knowledge of words.		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		
2.3.4 Experiment with Language Identify examples of repeated sound and poetic effects that contribute to enjoyment; respond to humour in oral, literary, and media texts.				
2.3.5 Create Original Texts Create original texts to communicate and demonstrate understanding of forms and techniques.				1, 2, 3, 4, 5, 6

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	Multiple-Choice Tests			Constructed-Response Tasks
	Reading	Word Analysis	Vocabulary	Response to Text
General Outcome 3 — <i>Students will listen, speak, read, write, view and represent to manage ideas and information.</i>				
3.1 Plan and Focus				
3.1.1 Use Personal Knowledge Use self-questioning to determine personal knowledge of a topic and identify information needs.				
3.1.2 Ask Questions Ask topic-appropriate questions to identify information needs.				
3.1.3 Contribute to Group Inquiry Contribute knowledge of a topic in group discussion to help determine information needs.				
3.1.4 Create and Follow a Plan Recall and follow a sequential plan for accessing and gathering information.				
3.2 Select and Process				
3.2.1 Identify Personal and Peer Knowledge Record and share personal knowledge of a topic.				
3.2.2 Identify Sources Answer inquiry and research questions using a variety of information sources.				
3.2.3 Assess Sources Review information to determine its usefulness to inquiry or research needs using pre-established criteria.				
3.2.4 Access Information Use knowledge of visual and auditory cues and organizational devices [including titles, pictures, headings, labels, diagrams, library files, dictionary guide words, and table of contents] to locate and gather information and ideas.	29, 30, 31, 32, 39			1, 2, 4
3.2.5 Make Sense of Information Determine main ideas in information using prior knowledge, predictions, connections, and inferences.	13			
3.3 Organize, Record, and Assess				
3.3.1 Organize Information Organize and explain information and ideas using a variety of strategies.				1, 2, 3, 4, 5, 6
3.3.2 Record Information Record facts and ideas using a variety of strategies; list authors and titles of sources.				
3.3.3 Evaluate Information Determine whether collected information is sufficient or inadequate for established purpose.				
3.3.4 Develop New Understanding Determine information needs during the inquiry or research process; assess inquiry or research experiences and skills.				

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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
General Outcome 3 — <i>Students will listen, speak, read, write, view and represent to manage ideas and information.</i>			
3.1 Plan and Focus			
3.1.1 Use Personal Knowledge Use self-questioning to determine personal knowledge of a topic and identify information needs.			
3.1.2 Ask Questions Ask topic-appropriate questions to identify information needs.			
3.1.3 Contribute to Group Inquiry Contribute knowledge of a topic in group discussion to help determine information needs.			
3.1.4 Create and Follow a Plan Recall and follow a sequential plan for accessing and gathering information.			
3.2 Select and Process			
3.2.1 Identify Personal and Peer Knowledge Record and share personal knowledge of a topic.			1, 2, 3, 4
3.2.2 Identify Sources Answer inquiry and research questions using a variety of information sources [such as children’s magazines, plays, folktales, personal song, storytelling, the land...].			
3.2.3 Assess Sources Review information to determine its usefulness to inquiry or research needs using pre-established criteria			
3.2.4 Access Information Use knowledge of visual and auditory cues and organizational devices [including titles, pictures, headings, labels, diagrams, library files, dictionary guide words, and table of contents] to locate and gather information and ideas.			
3.2.5 Make Sense of Information Determine main ideas in information using prior knowledge, predictions, connections, and inferences.	32, 33, 34, 35, 36		1, 2, 4, 5
3.3 Organize, Record, and Assess			
3.3.1 Organize Information Organize and explain information and ideas using a variety of strategies [such as clustering, categorizing, sequencing...].			1, 2, 3, 4, 5
3.3.2 Record Information Record facts and ideas using a variety of strategies [such as outlining, webbing, charting...]; list authors and titles of sources.			1, 2, 3, 4, 5
3.3.3 Evaluate Information Determine whether collected information is sufficient or inadequate for established purpose.			

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	Multiple-Choice Tests		Constructed-Response Tasks
	Writing Conventions	Spelling	Writing
General Outcome 4 — <i>Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.</i>			
3.3.4 Develop New Understanding Determine information needs during the inquiry or research process; assess inquiry or research experiences and skills.			
4.1 Generate and Focus			
4.1.1 Generate Ideas Generate and contribute ideas on particular topics for oral, written, and visual texts using a variety of strategies [such as brainstorming, creating thought webs, listing, drawing...].			1, 2, 3, 4, 5
4.1.2 Choose Forms Use a variety of forms [such as puppet plays, drum dances, readers' theatre, murals, narrative stories...] for particular audiences and purposes.			3, 4
4.1.3 Organize Ideas Develop and arrange ideas in own oral, written, and visual texts using organizers [such as story maps, research planners...].			1, 2, 3, 4, 5
4.2 Enhance and Improve			
4.2.1 Appraise Own and Others' Work Share own and others' writing and creations in various ways [such as author's chair, paired sharing...]; identify strengths and areas for enhancement of own and others' work and presentations using pre-established criteria.			
4.2.2 Revise Content Revise to accommodate new ideas and information.			1, 2, 3, 4, 5
4.2.3 Enhance Legibility Print and write legibly, developing a personal style; format text and space words consistently on a line and page or on an electronic screen.			
4.2.4 Enhance Artistry Select from a range of word choices and use simple and compound sentence patterns to communicate ideas and information.	13, 14, 15, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31		1, 2, 3, 4, 5
4.2.5 Enhance Presentation Prepare neat and organized compositions, reports, and charts that engage the audience.			
4.3 Attend to Conventions			
4.3.1 Grammar and Usage Edit for complete sentences.	16, 17		1, 2, 3, 4, 5
4.3.2 Spelling (see Strategies) Know and apply conventional spelling patterns using a variety of strategies [including phonics, structural analysis, and visual memory] and resources [such as junior dictionaries, electronic spell-check functions...] when editing and proofreading.		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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	Multiple-Choice Tests		Constructed-Response Tasks
	Writing Conventions	Spelling	Writing
4.3.3 Punctuation and Capitalization Know and use some punctuation conventions [including periods, exclamation marks, and question marks] when editing and proofreading.	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12		1, 2, 3, 4, 5
4.4 Present and Share			
4.4.1 Share Ideas and Information Present information and ideas on a topic to engage a familiar audience using a pre-established plan; use print and non-print aids to enhance the presentation.			
4.4.2 Effective Oral Communication Select, monitor, and use appropriate volume, expression, and non-verbal cues in presentations; use physical stance and gestures to enhance communication.			
4.4.3 Attentive Listening and Viewing Demonstrate appropriate audience behaviours [such as showing enjoyment and appreciation...].			
General Outcome 5—Students will listen, speak, read, write, view, and represent to celebrate and to build community.			
5.1 Develop and Celebrate Community			
5.1.1 Compare Responses Record ideas and experiences and share them with others.			
5.1.2 Relate Texts to Culture Discuss ideas within stories from oral, literary, and media texts from various communities.			
5.1.3 Appreciate Diversity Connect portrayals of individuals or situations in oral, literary, and media texts to personal experiences; talk about personal participation and responsibility in communities.			
5.1.4 Celebrate Special Occasions Acknowledge and celebrate individual and class achievements.			
5.2 Encourage, Support, and Work with Others			
5.2.1 Cooperate with Others Cooperate and collaborate in small groups.			
5.2.2 Work in Groups Ask others for their ideas and express interest in their contributions.			
5.2.3 Use Language to Show Respect Show consideration for those whose ideas, abilities, and language use differ from own.			
5.2.4 Evaluate Group Process Understand how class members help each other to maintain group process.			

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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
Strand: Number			
General Outcome: Develop number sense.			
1. Say the number sequence 0 to 100 by: <ul style="list-style-type: none"> 1s forward between any two given numbers 1s backward from 20 to 0 2s forward from 0 to 20 5s and 10s forward from 0 to 100. 	3, 4, 10, 24, 25, 44, 45		
2. Subitize (recognize at a glance) and name familiar arrangements of 1 to 10 objects or dots.			
3. 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 	16, 17, 21, 32		
4. Represent and describe sets pictorially and symbolically.			
5. Compare sets containing: <ul style="list-style-type: none"> referents one-to-one correspondences 			
6. Estimate quantities.			
7. Demonstrate an understanding of number.			
8. Identify the number more, one more, one less, two more, two less.			
9. Demonstrate an understanding of addition of numbers with answers to 20 and their corresponding subtraction facts, concretely, pictorially and symbolically, by: <ul style="list-style-type: none"> using familiar mathematical language to describe additive and subtractive actions 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 	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	
10. Describe and use mental mathematics strategies (memorization not intended), such as: <ul style="list-style-type: none"> counting on and counting back making 10 using doubles thinking addition for subtraction for basic addition facts and related subtraction facts to 18 	40	P65 9, 10 P66 12	

MISSING MATH

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Mathematics 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
Strand: Patterns and Relations (Patterns) General Outcome: <i>Use patterns to describe the world and to solve problems.</i>			
1. 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, ... 			
2. Translate repeating patterns from one representation to another			
3. Sort objects, using one attribute, and explain the sorting rule			
4. Describe equality as a balance and inequality as an imbalance, concretely and pictorially (0 to 20).			
5. Record equalities, using the equal symbol			
Strand: Shape and Space (Measurement) General Outcome: <i>Use direct and indirect measurement to solve problems.</i>			
1. 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 			
Strand: Shape and Space (3-D Objects and 2-D Shapes) General Outcome: <i>Describe the characteristics of 3-D objects and 2-D shapes, and analyze the relationships among them.</i>			
2. Sort 3-D objects and 2-D shapes, using one attribute, and explain the sorting rule.			
3. Replicate composite 2-D shapes and 3-D objects.			
4. Compare 2-D shapes to parts of 3-D objects in the environment			

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)