

CAT-4 Match to the Manitoba Curriculum

Level 14 to Grade 4

Reading Manitoba Curriculum Specific Outcomes	Canadian Achievement Tests, Fourth Edition (CAT-4)		
	Multiple-Choice Tests		Constructed-Response Tasks
	Reading	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 and reflect upon personal observations and experiences to make predictions and reach tentative conclusions.			2, 3, 5
1.1.2 Consider Others' Ideas Explore connections between a variety of insights, ideas, and responses.			2, 3, 5, 6
1.1.3 Experiment with Language and Form Explore a variety of forms of expression for particular personal purposes.			4
1.1.4 Express Preferences Collect and explain preferences for particular forms of oral, literary, and media texts.			4
1.1.5 Set Goals Identify areas of personal accomplishment and set goals to enhance language learning and use.			
1.2 Clarify and Extend			
1.2.1 Develop Understanding Connect new information and experiences with prior knowledge to construct meaning in different contexts.			
1.2.2 Explain Opinions Express new concepts and understanding in own words and explain their importance.			1, 3, 6
1.2.3 Combine Ideas Experiment with arranging ideas and information in a variety of ways to clarify understanding.			
1.2.4 Extend Understanding Reflect on ideas and experiences and ask questions to clarify and extend 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 and record connections between personal experiences, prior knowledge, and a variety of texts.			2, 3, 5, 6
2.1.2 Comprehension Strategies Confirm or reject inferences, predictions, or conclusions based on textual information; check and confirm understanding by rereading.	1, 3, 4, 5, 6, 11, 14, 15, 19, 22, 25, 29, 34, 35, 38, 46, 48		1, 2, 3, 4, 5, 6
2.1.3 Textual Cues Use textual cues to construct and confirm meaning.	2, 7, 8, 9, 20, 41, 43		

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2.1.4 Cueing Systems Use syntactic, semantic, and graphophonic cueing systems [including word order; context clues; structural analysis to identify roots, prefixes, suffixes, compound words, contractions, and singular and plural words] to construct and confirm meaning; use a junior dictionary to determine word meaning in context.	24, 27, 28, 32, 33, 36, 42	12, 13, 14, 15, 16, 17, 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	
2.2 Respond to Texts			
2.2.1 Experience Various Texts Experience texts from a variety of forms and genres and cultural traditions; share responses.			
2.2.2 Connect Self, Texts, and Culture Identify similarities and differences between personal experiences and the experiences of people from various cultures portrayed in oral, literary, and media texts.			
2.2.3 Appreciate the Artistry of Texts Identify mood evoked by oral, literary, and media texts.	10		
2.3 Understand Forms and Techniques			
2.3.1 Forms and Genre Distinguish similarities and differences among various forms and genres of oral, literary, and media texts.			
2.3.2 Techniques and Elements Explain connections between events and the roles of main characters in oral, literary, and media texts, and identify how these texts may influence people's behaviours.	12, 16, 17, 39, 45		2, 3, 5, 6
2.3.3 Vocabulary Expand knowledge of words and word relationships [including homonyms, antonyms, and synonyms] using a variety of sources [such as print and electronic dictionaries, thesauri, people...].		1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 33, 34, 35, 36, 37, 38, 39, 40	
2.3.4 Experiment with Language Recognize how words and word combinations influence or convey meaning; identify ways in which exaggeration is used to convey humour.	31, 44		
2.3.5 Create Original Texts Create original texts to communicate and demonstrate understanding of forms and techniques.			4
General Outcome 3—Students will listen, speak, read, write, view and represent to manage ideas and information.			
3.1 Plan and Focus			
3.1.1 Use Personal Knowledge Categorize personal knowledge of a topic to determine information needs.			2, 3, 5, 6
3.1.2 Ask Questions Ask general and specific questions on topics using predetermined categories.			

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3.1.3 Contribute to Group Inquiry Identify relevant personal knowledge of a topic and possible categories of questions and purposes for group inquiry or research.			
3.1.4 Create and Follow a Plan Select and use a plan for gathering information.			
3.2 Select and Process			
3.2.1 Identify Personal and Peer Knowledge Record, select, and share personal knowledge of a topic to focus inquiry or research.			
3.2.2 Identify Sources Answer inquiry or research questions using a variety of information sources.			
3.2.3 Assess Sources Assess the usefulness of information for inquiry or research using pre-established criteria.			
3.2.4 Access Information Use a variety of tools [including indices, maps, atlases, charts, glossaries, typographical features, card or electronic catalogues, and dictionaries] to access information and ideas; use visual and auditory cues to identify important information.			
3.2.5 Make Sense of Information Determine main and supporting ideas using prior knowledge, predictions, connections, inferences, and visual and auditory cues.	13, 18, 21, 23, 26, 30, 37, 40, 47		1, 2, 3, 4, 5, 6
3.3 Organize, Record, and Assess			
3.3.1 Organize Information Organize information and ideas in logical sequences using a variety of strategies.			1, 2, 3, 4, 5, 6
3.3.2 Record Information Make notes of key words, phrases, and images by subtopics; cite authors and titles of sources alphabetically.			
3.3.3 Evaluate Information Examine collected information to identify categories or aspects of a topic that need more information.			1, 2, 3, 4, 5, 6
3.3.4 Develop New Understanding Use gathered information and questions to review and add to knowledge; consider new questions regarding the inquiry or research process and content.			

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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 Categorize personal knowledge of a topic to determine information needs.			1, 2, 4
3.1.2 Ask Questions Ask general and specific questions on topics using predetermined categories.			
3.1.3 Contribute to Group Inquiry Identify relevant personal knowledge of a topic and possible categories of questions and purposes for group inquiry or research.			
3.1.4 Create and Follow a Plan Select and use a plan for gathering information.			
3.2 Select and Process			
3.2.1 Identify Personal and Peer Knowledge Record, select, and share personal knowledge of a topic to focus inquiry or research.			1, 2, 3, 4, 5
3.2.2 Identify Sources Answer inquiry or research questions using a variety of information sources.			
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3.2.4 Access Information Use a variety of tools [including indices, maps, atlases, charts, glossaries, typographical features, card or electronic catalogues, and dictionaries] to access information and ideas; use visual and auditory cues to identify important information.			
3.2.5 Make Sense of Information Determine main and supporting ideas using prior knowledge, predictions, connections, inferences, and visual and auditory cues.			1, 2, 3, 4, 5
3.3 Organize, Record, and Assess			
3.3.1 Organize Information Organize information and ideas in logical sequences using a variety of strategies.			1, 2, 3, 4, 5,
3.3.2 Record Information Make notes of key words, phrases, and images by subtopics; cite authors and titles of sources alphabetically.			
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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 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 Use gathered information and questions to review and add to knowledge; consider new questions regarding the inquiry or research process and content.			
4.1 Generate and Focus			
4.1.1 Generate Ideas Focus a topic for oral, written, and visual texts using a variety of strategies.			1, 2, 3, 4, 5,
4.1.2 Choose Forms Choose from a variety of favourite forms and experiment with modelled forms for various audiences and purposes.			3, 4, 5
4.1.3 Organize Ideas Determine key ideas and organize appropriate supporting details in own oral, written, and visual texts.	29, 30, 31, 37, 38, 39, 40		1, 2, 3, 4, 5
4.2 Enhance and Improve			
4.2.1 Appraise Own and Others' Work Share own stories and creations in various ways with peers; give support and offer feedback to peers using pre-established criteria when responding to own and others' creations.			
4.2.2 Revise Content Revise to create an interesting impression and check for sequence of ideas.	32, 33, 34, 35, 36		1, 2, 3, 4, 5
4.2.3 Enhance Legibility Write legibly, with increasing speed, using a handwriting style that is consistent in alignment, shape, slant, and spacing; experiment with the use of templates, formatting, and familiar software when composing and revising.			
4.2.4 Enhance Artistry Choose descriptive language and sentence patterns to clarify and enhance ideas.			1, 2, 3, 4, 5
4.2.5 Enhance Presentation Prepare organized compositions and reports using sound effects and visuals that engage the audience.			
4.3 Attend to Conventions			
4.3.1 Grammar and Usage Edit for complete sentences and appropriate use of statements, questions, and exclamations.	15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28		1, 2, 3, 4, 5
4.3.2 Spelling (see Strategies) Know and apply spelling conventions using a variety of strategies [including phonics, structural analysis, syllabication, and visual memory] and resources and spelling patterns when editing and proofreading.		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

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	Multiple-Choice Tests		Constructed-Response Tasks
	Writing Conventions	Spelling	Writing
4.3.3 Punctuation and Capitalization Know and use conventions of basic capitalization and punctuation [including commas in series and quotation marks] when editing and proofreading.	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14		1, 2, 3, 4, 5
4.4 Present and Share			
4.4.1 Share Ideas and Information Prepare and share information on a topic using print and non-print aids to engage and inform a familiar audience.			
4.4.2 Effective Oral Communication Describe and explain information and ideas to a particular audience; select, use, and monitor appropriate volume, intonation, and non-verbal cues.			
4.4.3 Attentive Listening and Viewing Demonstrate appropriate audience behaviours.			
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 Describe relationships between own and others' ideas and experiences.			
5.1.2 Relate Texts to Culture Explore cultural representations in oral, literary, and media texts from various communities.			
5.1.3 Appreciate Diversity Connect the insights of individuals in oral, literary, and media texts to personal experiences; discuss connections in representations of cultures in oral, literary, and media texts; discuss personal participation and responsibility in communities.			
5.1.4 Celebrate Special Occasions Use appropriate language and forms to acknowledge special events and honour accomplishments in and beyond the classroom.			
5.2 Encourage, Support, and Work with Others			
5.2.1 Cooperate with Others Appreciate that everyone in a group has to work together to achieve cooperative and collaborative group tasks, and act accordingly.			
5.2.2 Work in Groups Take roles and share responsibilities as a group member.			
5.2.3 Use Language to Show Respect Appreciate variations in language use in a variety of contexts in immediate communities.			
5.2.4 Evaluate Group Process Show appreciation and offer constructive feedback to peers and seek support from group members; evaluate own group participation and adjust behaviour accordingly.			

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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) arrangements of objects			
3. Demonstrate an understanding of number relationships <ul style="list-style-type: none"> indicating that one number is more or less than another showing that one number is a multiple of another using the concrete to represent abstract relationships using parts of a whole to represent a whole 			
4. Represent a number pictorially and symbolically			
5. Compare sets of objects <ul style="list-style-type: none"> referents one-to-one correspondence to solve problems. 			
6. Estimate quantities to 20 by using referents		P63 3 P64 6 P65 7, 9	
7. Demonstrate an understanding of conservation of number		P64 6	
8. Identify the number, up to 20, that is: one more, two more, one less, two less than a given number.			
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: <i>Patterns and Relations (Patterns)</i> 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: <i>Shape and Space (Measurement)</i> 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: <i>Shape and Space (3-D Objects and 2-D Shapes)</i> 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)