

CAT-4 Match to the Manitoba Curriculum

Level 15 to Grade 5

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 Use personal experiences as a basis for exploring, predicting, and expressing opinions and understanding.			2, 5, 6
1.1.2 Consider Others' Ideas Seek others' viewpoints to build on personal responses and understanding.			
1.1.3 Experiment with Language and Form Recognize and use favourite forms of self-expression.			
1.1.4 Express Preferences Review personal collection of favourite oral, literary, and media texts and share responses to preferred forms.			
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 Use prior knowledge and experiences selectively to make sense of new information in a variety of contexts.			
1.2.2 Explain Opinions Explain the importance of linking personal perceptions and ideas to new concepts.			
1.2.3 Combine Ideas Organize ideas and information in ways that clarify and shape understanding.			1, 2, 3, 4, 5, 6
1.2.4 Extend Understanding Appraise ideas for clarity and ask extending questions.			
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 Describe and build upon connections between previous experiences, prior knowledge, and a variety of texts.			2, 5, 6
2.1.2 Comprehension Strategies Use a variety of comprehension strategies [including setting a purpose, asking questions, inferring, and confirming or rejecting predictions and conclusions]; confirm understanding and self-correct when necessary.	1, 2, 4, 8, 9, 13, 16, 18, 20, 23, 25, 26, 31, 32, 36, 39, 41, 42, 46, 47		1, 2, 3, 4, 5, 6
2.1.3 Textual Cues Use textual cues to construct and confirm meaning.	21, 29, 38, 43, 44		3, 4, 5

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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, and suffixes] to construct and confirm meaning; use a dictionary to determine word meaning in context.	10, 11, 17, 45, 48	1, 2, 3, 4, 5, 6, 7, 8, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40	
2.2 Respond to Texts			
2.2.1 Experience Various Texts Experience texts from a variety of forms and genres [such as historical fiction, myths, biographies...] and cultural traditions; explain preferences for particular types of oral, literary, and media texts.			
2.2.2 Connect Self, Texts, and Culture Compare the challenges and situations encountered in daily life with those experienced by people in other times, places, and cultures as portrayed in oral, literary, and media texts [including texts about Canada or by Canadian writers].			2, 6
2.2.3 Appreciate the Artistry of Texts Identify descriptive and figurative language in oral, literary, and media texts.	40		
2.3 Understand Forms and Techniques			
2.3.1 Forms and Genre Understand and use a variety of forms and genres of oral, literary, and media texts.	6, 15		
2.3.2 Techniques and Elements Identify key elements [including plot, setting, and characterization] and techniques in oral, literary, and media texts, and explore their impact.	5, 14, 22, 24, 30		1, 3, 4
2.3.3 Vocabulary Identify how and why word structures and meaning change, and use accurate word meaning according to context.	12, 19, 27, 35	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 Experiment with words and sentence patterns to create word pictures; identify figures of speech [including personification] and ways in which they convey meaning.	3, 7, 33, 34, 45		5
2.3.5 Create Original Texts Create original texts to communicate and demonstrate understanding of forms and techniques.			
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 Summarize personal knowledge of a topic in categories to determine information needs.			

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	Reading	Vocabulary	Response to Text
3.1.2 Ask Questions Formulate general and specific questions to identify information needs.			
3.1.3 Contribute to Group Inquiry Share personal knowledge of a selected topic to help formulate relevant questions appropriate to a specific audience and purpose for group inquiry or research.			
3.1.4 Create and Follow a Plan Gather and record information and ideas using a plan.			
3.2 Select and Process			
3.2.1 Identify Personal and Peer Knowledge Record personal knowledge of a topic and collaborate to generate information for inquiry or research.			
3.2.2 Identify Sources Answer inquiry or research questions using a variety of information sources.			
3.2.3 Assess Sources Determine the usefulness of information for inquiry or research purpose and focus using pre-established criteria.			
3.2.4 Access Information Use a variety of tools (including chapter headings and encyclopedia guide words) to access information and ideas; use visual and auditory cues to identify key ideas.			
3.2.5 Make Sense of Information Recognize organizational patterns of oral, visual, and written texts [including main ideas and supporting details, explanation, comparison and contrast, cause and effect, and sequence]; skim scan and listen for key words and phrases.			1, 2, 4, 6
3.3 Organize, Record, and Assess			
3.3.1 Organize Information Organize information and ideas into categories using a variety of strategies.			
3.3.2 Record Information Record information in own words; cite authors and titles alphabetically and provide publication dates of sources.			
General Outcome 3—Students will listen, speak, read, write, view and represent to manage ideas and information.			
3.3.3 Evaluate Information Recognize gaps in the information gathered and locate additional information needed for a particular form, audience, and purpose.			
3.3.4 Develop New Understanding Assess knowledge gained through the inquiry or research process; form personal conclusions and generate new questions for further research or inquiry.			

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	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 Summarize personal knowledge of a topic in categories to determine information needs.			2, 3
3.1.2 Ask Questions Formulate general and specific questions to identify information needs.			
3.1.3 Contribute to Group Inquiry Share personal knowledge of a selected topic to help formulate relevant questions appropriate to a specific audience and purpose for group inquiry or research.			
3.1.4 Create and Follow a Plan Gather and record information and ideas using a plan.			1, 2, 3, 4, 5
3.2 Select and Process			
3.2.1 Identify Personal and Peer Knowledge Record personal knowledge of a topic and collaborate to generate information for inquiry or research.			
3.2.2 Identify Sources Answer inquiry or research questions using a variety of information sources.			
3.2.3 Assess Sources Determine the usefulness of information for inquiry or research purpose and focus using pre-established criteria.			
3.2.4 Access Information Use a variety of tools (including chapter headings and encyclopedia guide words) to access information and ideas; use visual and auditory cues to identify key ideas.			5
3.2.5 Make Sense of Information Recognize organizational patterns of oral, visual, and written texts [including main ideas and supporting details, explanation, comparison and contrast, cause and effect, and sequence]; skim scan and listen for key words and phrases.	29, 30, 31, 32, 33, 34, 35, 36		
3.3 Organize, Record, and Assess			
3.3.1 Organize Information Organize information and ideas into categories.	37, 38, 39, 40		1, 2, 3, 4, 5
3.3.2 Record Information Record information in own words; cite authors and titles alphabetically and provide publication dates of sources.			
3.3.3 Evaluate Information Recognize gaps in the information gathered and locate additional information needed for a particular form, audience, and 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 Assess knowledge gained through the inquiry or research process; form personal conclusions and generate new questions for further research or inquiry.			
4.1 Generate and Focus			
4.1.1 Generate Ideas Focus a topic for oral, written, and visual texts by integrating ideas from experiences and a variety of other sources.			2, 3
4.1.2 Choose Forms Choose forms appropriate to a variety of audiences and purposes.			2, 4
4.1.3 Organize Ideas Use listening, reading, and viewing experiences as models for organizing ideas in own oral, written, and visual texts.			
4.2 Enhance and Improve			
4.2.1 Appraise Own and Others' Work Participate in developing criteria to respond to own and others' oral, written, and visual creations and use the criteria to suggest revisions.			
4.2.2 Revise Content Revise for content, organization, and clarity.			1, 2, 3, 4, 5
4.2.3 Enhance Legibility Write legibly and use appropriate formatting and word processing when composing and revising.			
4.2.4 Enhance Artistry Select words, sounds, and images for appropriate connotations, and use varied sentence lengths and structures [including compound sentences].	15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28		1, 2, 3, 4, 5
4.2.5 Enhance Presentation Prepare organized compositions, presentations, reports, and inquiry or research projects using pre-established organizers.			
4.3 Attend to Conventions			
4.3.1 Grammar and Usage Edit to eliminate fragments and run-on sentences.			1, 2, 3, 4, 5
4.3.2 Spelling (see Strategies) Know and apply spelling conventions using a variety of strategies [including structural analysis, syllabication, and visual memory] and spelling patterns when editing and proofreading; predict the spelling of unfamiliar words using a variety of resources to confirm correctness.		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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Writing Manitoba Curriculum Specific Outcomes	Canadian Achievement Tests, Fourth Edition (CAT-4)		
	Multiple-Choice Tests		Constructed-Response Tasks
	Writing Conventions	Spelling	Writing
4.3.3 Punctuation and Capitalization Know how to capitalize and punctuate compound sentences, headings, and titles, and apply these conventions 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, audio-visual, and dramatic forms to engage the audience.			
4.4.2 Effective Oral Communication Use gestures and facial expression to enhance oral presentations; use and monitor emphasis and appropriate pacing; arrange presentation space to focus audience attention.			
4.4.3 Attentive Listening and Viewing Show respect for presenter(s) through active listening and viewing and other 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 Acknowledge differing responses to common experiences.			
5.1.2 Relate Texts to Culture Draw on oral, literary, and media texts to explain personal perspectives on cultural representations.			
5.1.3 Appreciate Diversity Compare individuals and situations portrayed in oral, literary, and media texts to those encountered in real life; recognize personal participation and responsibility in communities.			
5.1.4 Celebrate Special Occasions Select and use language appropriate in tone and form to recognize and honour people and events.			
5.2 Encourage, Support, and Work with Others			
5.2.1 Cooperate with Others Distinguish between on-task and off-task ideas and behaviours in cooperative and collaborative groups, and stay on task; identify and solve group productivity issues.			
5.2.2 Work in Groups Assume the responsibilities of various group roles; choose roles appropriate for tasks and productivity.			
5.2.3 Use Language to Show Respect Demonstrate sensitivity to appropriate language use when communicating orally.			
5.2.4 Evaluate Group Process Assess group process using checklists, and determine areas for development; set group and individual goals.			

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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 than, less than, or equal to another showing that one number is one more than, one less than, or equal to another using the counting on and counting back strategies 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: 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)