

# CAT-4 Match to the Manitoba Curriculum

Level 16 to Grade 6

Reading Manitoba Curriculum, 2000 Specific Outcomes	Canadian Achievement Tests, Fourth Edition (CAT-4)		
	Multiple-Choice Tests		Constructed-Response Tasks
	Reading	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> Engage in exploratory communication to share personal responses, make predictions, and discover own interpretations.			
<b>1.1.2 Consider Others' Ideas</b> Select from others' ideas and observations to develop thinking and understanding.			
<b>1.1.3 Experiment with Language and Form</b> Experiment with new forms of self-expression.			
<b>1.1.4 Express Preferences</b> Assess personal collection of favourite oral, literary, and media texts and discuss preferences for particular forms.			
<b>1.1.5 Set Goals</b> Assess personal language use and revise personal goals to enhance language learning and use.			
<b>1.2 Clarify and Extend</b>			
<b>1.2.1 Develop Understanding</b> Reflect on prior knowledge and experiences to arrive at new understanding.			
<b>1.2.2 Explain Opinions</b> Explain personal viewpoints in clear and meaningful ways and revise personal understanding.			
<b>1.2.3 Combine Ideas</b> Search for ways to reorganize ideas and information to extend understanding.			
<b>1.2.4 Extend Understanding</b> Appraise ideas for clarity and ask extending questions; select from others' experiences and ideas to extend ways of knowing the world.			
<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> Seek connections between previous experiences, prior knowledge, and a variety of texts.	47		4, 5
<b>2.1.2 Comprehension Strategies</b> Use comprehension strategies appropriate to the type of text and purpose [including summarizing, outlining, remembering ideas, and responding personally].	16, 25, 36, 37, 39, 40		1,2,6
<b>2.1.3 Textual Cues</b> Use textual cues to construct and confirm meaning.	11, 14, 15, 28, 38		1,3

# CAT-4 Match to the Manitoba Curriculum

Level 16 to Grade 6

Reading Manitoba Curriculum, 2000 Specific Outcomes	Canadian Achievement Tests, Fourth Edition (CAT-4)		
	Multiple-Choice Tests		Constructed-Response Tasks
	Reading	Vocabulary	Response to Text
<b>2.1.4 Cueing Systems</b> Use syntactic, semantic, and graphophonic cueing systems [including word order, context clues; and multiple meanings of words, structural analysis to identify roots, prefixes, and suffixes] to construct and confirm meaning; use a dictionary to determine word meaning in context.	1, 24, 33, 35, 44, 45	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, 33, 34, 35, 36, 37, 38, 39, 40	5
<b>2.2 Respond to Texts</b>			
<b>2.2.1 Experience Various Texts</b> Seek opportunities to experience texts from a variety of forms and genres and cultural traditions; share responses			
<b>2.2.2 Connect Self, Texts, and Culture</b> Discuss own and others' understanding of various community and cultural traditions in various places and times as portrayed in oral, literary, and media texts [including texts about Canada or by Canadian writers].			2
<b>2.2.3 Appreciate the Artistry of Texts</b> Identify descriptive and figurative language in oral, literary, and media texts and discuss how it enhances understanding of people, places, and action.	19, 27, 43		
<b>2.3 Understand Forms and Techniques</b>			
<b>2.3.1 Forms and Genre</b> Recognize key characteristics of various forms and genres of oral, literary, and media texts.	13, 23		
<b>2.3.2 Techniques and Elements</b> Identify significant elements and techniques in oral, literary, and media texts, and examine how they interact to create effects.	46, 48		3
<b>2.3.3 Vocabulary</b> Experiment with ambiguity in language in a variety of contexts.			
<b>2.3.4 Experiment with Language</b> Alter words, forms, and sentence patterns to create new versions of texts for a variety of purposes; explain ways in which figures of speech clarify and enhance meaning.			3
<b>2.3.5 Create Original Texts</b> Create original texts to communicate and demonstrate understanding of forms and techniques.			
<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> Summarize and focus personal knowledge of a topic to determine information needs.			

# CAT-4 Match to the Manitoba Curriculum

Level 16 to Grade 6

Reading Manitoba Curriculum, 2000 Specific Outcomes	Canadian Achievement Tests, Fourth Edition (CAT-4)		
	Multiple-Choice Tests		Constructed-Response Tasks
	Reading	Vocabulary	Response to Text
<b>3.1.2 Ask Questions</b> Formulate relevant questions to focus information needs for an inquiry.			
<b>3.1.3 Contribute to Group Inquiry</b> Contribute to group knowledge of topics to help identify and focus information needs, sources, and purposes for group inquiry or research.			
<b>3.1.4 Create and Follow a Plan</b> Create and follow a plan to collect and record information within a pre-established time frame.			
<b>3.2 Select and Process</b>			
<b>3.2.1 Identify Personal and Peer Knowledge</b> Recall, record and organize personal and peer knowledge of a topic for inquiry or research.			
<b>3.2.2 Identify Sources</b> Answer inquiry and research questions using a variety of information sources.			
<b>3.2.3 Assess Sources</b> Recognize that information serves different purposes and determine its usefulness for inquiry or research focus using pre-established criteria.	12, 34, 41		
<b>3.2.4 Access Information</b> Use a variety of tools [including bibliographies, thesauri, and technology] to access information and ideas; use visual and auditory cues.			
<b>3.2.5 Make Sense of Information</b> Use organizational patterns of oral, visual, and written texts [including main ideas and supporting details, explanation, comparison and contrast, cause and effect, and sequence] to construct meaning; skim, scan and read closely to gather information.	2, 3, 4, 5, 6, 7, 8, 9, 17, 18, 20, 21, 22, 26, 29, 31		2, 3, 5, 6
<b>3.3 Organize, Record, and Assess</b>			
<b>3.3.1 Organize Information</b> Organize information and ideas using a variety of strategies and techniques.			1, 4, 6
<b>3.3.2 Record Information</b> Make notes on a topic, combining information from more than one source; reference sources appropriately.			
<b>3.3.3 Evaluate Information</b> Evaluate the appropriateness of information for a particular form, audience, and purpose; identify gaps in information collected and gather additional information.			
<b>3.3.4 Develop New Understanding</b> Relate gathered information to prior knowledge to reach conclusions or develop points of view; establish goals for developing further inquiry or research skills.	10, 30, 32		1, 3, 4, 5, 6

# CAT-4 Match to the Manitoba Curriculum

Level 16 to Grade 6

<b>Writing</b> Manitoba Curriculum, 2000 Specific Outcomes	Canadian Achievement Tests, Fourth Edition (CAT-4)		
	Multiple-Choice Tests		Constructed-Response Tasks
	Writing Conventions	Spelling	Writing
<b>General Outcome 2</b> —Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.			
<b>2.1 Use Strategies and Cues</b>			
<b>2.1.1 Prior Knowledge</b> Seek connections between previous experiences, prior knowledge, and a variety of texts.			1, 2, 3, 4, 5
<b>2.1.2 Comprehension Strategies</b> Use comprehension strategies appropriate to the type of text and purpose [including summarizing, outlining, remembering ideas, and responding personally].			
<b>2.1.3 Textual Cues</b> Use textual cues to construct and confirm meaning.			
<b>2.1.4 Cueing Systems</b> Use syntactic, semantic, and graphophonic cueing systems [including word order, context clues; and multiple meanings of words, structural analysis to identify roots, prefixes, and suffixes] to construct and confirm meaning; use a dictionary to determine word meaning in context.	27, 28, 29, 30, 31, 32, 33, 34, 35		
<b>2.2 Respond to Texts</b>			
<b>2.2.1 Experience Various Texts</b> Seek opportunities to experience texts from a variety of forms and genres and cultural traditions; share responses			
<b>2.2.2 Connect Self, Texts, and Culture</b> Discuss own and others' understanding of various community and cultural traditions in various places and times as portrayed in oral, literary, and media texts [including texts about Canada or by Canadian writers].			
<b>2.2.3 Appreciate the Artistry of Texts</b> Identify descriptive and figurative language in oral, literary, and media texts and discuss how it enhances understanding of people, places, and action.			
<b>2.3 Understand forms and genres</b>			
<b>2.3.1 Forms and Genre</b> Recognize key characteristics of various forms and genres of oral, literary, and media texts.			
<b>2.3.2 Techniques and Elements</b> Identify significant elements and techniques in oral, literary, and media texts, and examine how they interact to create effects.			
<b>2.3.3 Vocabulary</b> Experiment with ambiguity in language in a variety of contexts.			
<b>2.3.4 Experiment with Language</b> Alter words, forms, and sentence patterns to create new versions of texts for a variety of purposes; explain ways in which figures of speech.			1, 2, 3, 4, 5

# CAT-4 Match to the Manitoba Curriculum

Level 16 to Grade 6

Writing Manitoba Curriculum, 2000 Specific Outcomes	Canadian Achievement Tests, Fourth Edition (CAT-4)		
	Multiple-Choice Tests		Constructed-Response Tasks
	Writing Conventions	Spelling	Writing
<b>2.3.5 Create Original Texts</b> Create original texts to communicate and demonstrate understanding of forms and techniques.			1, 2, 3, 4, 5
<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> Summarize and focus personal knowledge of a topic to determine information needs.			
<b>3.1.2 Ask Questions</b> Formulate relevant questions to focus information needs for an inquiry.			
<b>3.1.3 Contribute to Group Inquiry</b> Contribute to group knowledge of topics to help identify and focus information needs, sources, and purposes for group inquiry or research.			
<b>3.1.4 Create and Follow a Plan</b> Create and follow a plan to collect and record information within a pre-established time frame.			
<b>3.2 Select and Process</b>			
<b>3.2.1 Identify Personal and Peer Knowledge</b> Recall, record and organize personal and peer knowledge of a topic for inquiry or research.			
<b>3.2.2 Identify Sources</b> Answer inquiry and research questions using a variety of information sources.			
<b>3.2.3 Assess Sources</b> Recognize that information serves different purposes and determine its usefulness for inquiry or research focus using pre-established criteria.			
<b>3.2.4 Access Information</b> Use a variety of tools [including bibliographies, thesauri, and technology] to access information and ideas; use visual and auditory cues to identify relevant information.			
<b>3.2.5 Make Sense of Information</b> Use organizational patterns of oral, visual, and written texts [including main ideas and supporting details, explanation, comparison and contrast, cause and effect, and sequence] to construct meaning; skim, scan and read closely to gather information.	36, 37, 38, 39, 40		1, 2, 5
<b>3.3 Organize, Record and Evaluate</b>			
<b>3.3.1 Organize Information</b> Organize information and ideas using a variety of strategies and techniques.			3, 4, 5
<b>3.3.2 Record Information</b> Make notes on a topic, combining information from more than one source; reference sources appropriately.			

# CAT-4 Match to the Manitoba Curriculum

Level 16 to Grade 6

Writing Manitoba Curriculum, 2000 Specific Outcomes	Canadian Achievement Tests, Fourth Edition (CAT-4)		
	Multiple-Choice Tests		Constructed-Response Tasks
	Writing Conventions	Spelling	Writing
<b>3.3.3 Evaluate Information</b> Evaluate the appropriateness of information for a particular form, audience, and purpose; identify gaps in information collected and gather additional information.			
<b>3.3.4 Develop New Understanding</b> Relate gathered information to prior knowledge to reach conclusions or develop points of view; establish goals for developing further inquiry or research skills.			
<b>General Outcome 4—Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.</b>			
<b>4.1 Generate and Focus</b>			
<b>4.1.1 Generate Ideas</b> Focus a topic for oral, written, and visual texts integrating ideas from experiences and a variety of other sources.			4, 5
<b>4.1.2 Choose Forms</b> Select specific forms that serve particular audiences and purposes.			
<b>4.1.3 Organize Ideas</b> Adapt models from listening, reading, and viewing experiences to enhance own oral, written, and visual texts using organizational patterns.			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 at appropriate times during revision and use criteria to provide feedback for others and to revise and assess own work and presentations.			
<b>4.2.2 Revise Content</b> Revise to eliminate unnecessary information.	22, 23, 24, 25, 26		
<b>4.2.3 Enhance Legibility</b> Write legibly and at a pace appropriate to context and purpose when composing and revising; select and use a variety of formatting options when appropriate.			
<b>4.2.4 Enhance Artistry</b> Choose language, sounds, and images [including transitional devices] to enhance meaning and emphasis.			1, 2, 3, 4, 5
<b>4.2.5 Enhance Presentation</b> Prepare detailed and organized compositions, presentations, reports, and inquiry or research projects using templates or pre-established organizers.			
<b>4.3 Attend to Conventions</b>			
<b>4.3.1 Grammar and Usage</b> Edit for subject-verb agreement, appropriate verb tense, and correct pronoun references.	16, 18		1, 2, 3, 4, 5

# CAT-4 Match to the Manitoba Curriculum

Level 16 to Grade 6

Writing Manitoba Curriculum, 2000 Specific Outcomes	Canadian Achievement Tests, Fourth Edition (CAT-4)		
	Multiple-Choice Tests		Constructed-Response Tasks
	Writing Conventions	Spelling	Writing
<b>4.3.2 Spelling (see Strategies)</b> Know and apply spelling conventions using appropriate strategies [including structural analysis, syllabication, and visual memory] and spelling patterns when editing and proofreading; use a variety of resources to determine the spelling of common exceptions to conventional spelling patterns.		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
<b>4.3.3 Punctuation and Capitalization</b> Know and apply capitalization and punctuation conventions in compound sentences, titles, headings, salutations, and addresses when editing and proofreading.	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14		1, 2, 3, 4, 5
<b>4.4 Present and Share</b>			
<b>4.4.1 Share Ideas and Information</b> Share information on a topic with class members in a planned and focused group session using a variety of strategies.			
<b>4.4.2 Effective Oral Communication</b> Use appropriate volume, phrasing, intonation, non-verbal cues, and presentation space to enhance communication.			
<b>4.4.3 Attentive Listening and Viewing</b> Demonstrate critical listening and viewing skills and strategies and show respect for presenter(s) through appropriate 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> Compare personal ways of responding and thinking with those of others.			
<b>5.1.2 Relate Texts to Culture</b> Incorporate language from oral, literary, and media texts to describe personal perspectives on cultural representations.			
<b>5.1.3 Appreciate Diversity</b> Observe and discuss aspects of human nature revealed in personal experiences and in oral, literary, and media texts; recognize personal participation and responsibility in communities.			
<b>5.1.4 Celebrate Special Occasions</b> Explore and experiment with various ways in which language is used across cultures, age groups, and genders to honour and celebrate people and events.			
<b>5.2 Encourage, Support, and Work with Others</b>			
<b>5.2.1 Cooperate with Others</b> Assist group members to maintain focus and complete tasks; identify and solve group process issues.			

# CAT-4 Match to the Manitoba Curriculum

Level 16 to Grade 6

<b>Writing</b> Manitoba Curriculum, 2000 Specific Outcomes	<i>Canadian Achievement Tests, Fourth Edition (CAT-4)</i>		
	Multiple-Choice Tests		Constructed-Response Tasks
	Writing Conventions	Spelling	Writing
<b>5.2.2 Work in Groups</b> Select and assume roles to assist in the achievement of group goals; engage in on-going feedback.			
<b>5.2.3 Use Language to Show Respect</b> Demonstrate sensitivity to appropriate language use and tone when communicating orally.			
<b>5.2.4 Evaluate Group Process</b> Assess own contributions to group process, set personal goals for enhancing work with others, monitor group process using checklists, and set group goals.			

# CAT-4 Match to the Manitoba Curriculum

Level 16 to Grade 6

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 counting process to compare two numbers</li> <li>using parts of a whole to compare two numbers</li> </ul>			
<b>4. Represent a number pictorially and symbolically</b>			
<b>5. Compare sets of objects</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**

# CAT-4 Match to the Manitoba Curriculum

Level 16 to Grade 6

<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: <i>Patterns and Relations (Patterns)</i></b> <b>General Outcome: <i>Use patterns to describe the world and to solve problems.</i></b>			
<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: <i>Shape and Space (Measurement)</i></b> <b>General Outcome: <i>Use direct and indirect measurement to solve problems.</i></b>			
<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: <i>Shape and Space (3-D Objects and 2-D Shapes)</i></b> <b>General Outcome: <i>Describe the characteristics of 3-D objects and 2-D shapes, and analyze the relationships among them.</i></b>			
<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)