

# CAT-4 Match to the Manitoba Curriculum

Level 18 to Grade 8

Reading Manitoba Curriculum, 2000 General and 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> Explore diverse ideas to develop predictions, opinions, conclusions, and understanding.			
<b>1.1.2 Consider Others' Ideas</b> Integrate new understanding with previous viewpoints and interpretations.			
<b>1.1.3 Experiment with Language and Form</b> Experiment with memorable language to convey personal perceptions, feelings, experiences, thoughts, and ideas in various forms.			
<b>1.1.4 Express Preferences</b> Pursue personal interest in specific genres by particular writers, artists, storytellers, and filmmakers.			
<b>1.1.5 Set Goals</b> Self-monitor growth in language learning and use, using predetermined criteria.			
<b>1.2 Clarify and Extend</b>			
<b>1.2.1 Develop Understanding</b> Discuss the importance of reflecting on prior experiences and knowledge to revise conclusions and understandings.			
<b>1.2.2 Explain Opinions</b> Articulate, represent, and explain personal viewpoints clearly.			
<b>1.2.3 Combine Ideas</b> Structure and restructure ideas and information in personally meaningful ways to clarify and extend understanding.			
<b>1.2.4 Extend Understanding</b> Reconsider initial understanding in light of new information, and ask clarifying questions; listen to diverse opinions and recognize ambiguity.			
<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 previous experiences, prior knowledge, and a variety of texts, and apply them to new contexts.	4, 5, 19, 30, 34, 46		1, 4, 5, 6
<b>2.1.2 Comprehension Strategies</b> Use comprehension strategies [including reflecting on and assessing meaning, skimming, scanning, close reading, and identifying and relating in own words the main and supporting ideas] appropriate to the type of text and purpose; use a variety of strategies to remember ideas.	6, 12, 16, 21, 22, 23, 33, 36, 45, 47		

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	Reading	Vocabulary	Response to Text
<b>2.1.3 Textual Cues</b> Use textual cues to construct and confirm meaning and interpret texts.	1, 2, 3, 9, 25, 28, 29, 35, 37		3, 4, 5
<b>2.1.4 Cueing Systems</b> Use syntactic, semantic, and graphophonic cueing systems [including word order; sentence structure; context clues; structural analysis to identify foreign roots, prefixes, and suffixes] to construct and confirm meaning and interpret texts [including meaning of specialized and technical vocabulary].	8, 11, 13, 17, 18, 40, 43	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	
<b>2.2 Respond to Texts</b>			
<b>2.2.1 Experience Various Texts</b> Experience texts from a variety of forms and genres and cultural traditions; compare own interpretations to those of others.			
<b>2.2.2 Connect Self, Texts, and Culture</b> Discuss how similar ideas, people, experiences, and traditions are conveyed in various 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 and describe techniques used to create mood in oral, literary, and media texts.	7, 41, 42		5
<b>2.3 Understand forms and genres</b>			
<b>2.3.1 Forms and Genre</b> Demonstrate appreciation for the appropriate use of various forms and genres according to purpose, audience, and content.	31		
<b>2.3.2 Techniques and Elements</b> Identify a variety of techniques used to create particular effects or to portray various cultures in oral, literary, and media texts.	24, 26, 38, 39, 44, 48		3, 5
<b>2.3.3 Vocabulary</b> Explore factors that influence word families and the evolution of language.			
<b>2.3.4 Experiment with Language</b> Identify creative uses of language in popular culture; explain how imagery and figures of speech create tone and mood in texts.	27, 32		3, 4
<b>2.3.5 Create Original Texts</b> Create original texts to communicate and demonstrate understanding of forms and techniques.			1, 3

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	Multiple-Choice Tests		Constructed-Response Tasks
	Reading	Vocabulary	Response to Text
<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> Determine personal knowledge of a topic to generate possible areas of inquiry or research.			
<b>3.1.2 Ask Questions</b> Formulate relevant main and subordinate questions on a topic to establish a purpose for gathering information.			
<b>3.1.3 Contribute to Group Inquiry</b> Contribute ideas, knowledge and strategies to help identify group information needs and sources.			
<b>3.1.4 Create and Follow a Plan</b> Prepare and use a plan to access, gather, and record in own words relevant information.			
<b>3.2 Select and Process</b>			
<b>3.2.1 Identify Personal and Peer Knowledge</b> Access, record, and appraise personal and peer knowledge and understanding of a topic to establish an information base for inquiry or research.			
<b>3.2.2 Identify Sources</b> Distinguish between fact and opinion when inquiring or researching using a variety of information sources.			
<b>3.2.3 Assess Sources</b> Develop and use criteria for evaluating information sources for a particular inquiry or research plan.			1, 2
<b>3.2.4 Access Information</b> Recall, expand, and use a variety of skills [including visual and auditory] to access information and ideas from a variety of sources [including subtitles, marginal notes and key words, electronic searches, previews and reviews, visual effects, and sound effects].	20		1, 3
<b>3.2.5 Make Sense of Information</b> Construct meaning using direct statements, implied meaning, and inferences; adjust rate of reading or viewing according to purpose, topic, density of information, and organizational patterns of text.	10, 14		2, 4, 6
<b>3.3 Organize, Record and Evaluate</b>			
<b>3.3.1 Organize Information</b> Organize information and ideas in order of priority according to topic and task requirements.			
<b>3.3.2 Record Information</b> Make notes in point form, summarizing major ideas and supporting details; reference sources.			

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	Multiple-Choice Tests		Constructed-Response Tasks
	Reading	Vocabulary	Response to Text
<b>3.3.3 Evaluate Information</b> Set aside personal bias to evaluate the relevance and importance of information collected; address information gaps for particular forms, audiences, and purposes.			3, 4
<b>3.3.4 Develop New Understanding</b> Incorporate new information with prior knowledge and experiences; adjust inquiry and research strategies to accommodate changing perspectives and availability of pertinent information.	15		1, 2, 6

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<b>Writing</b> Manitoba Curriculum, 2000 General and Specific Outcomes	<i>Canadian Achievement Tests, Fourth Edition (CAT-4)</i>		
	Multiple-Choice Tests		Constructed-Response Tasks
	Writing Conventions	Spelling	Writing
<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 previous experiences, prior knowledge, and a variety of texts, and apply them to new contexts.			
<b>2.1.2 Comprehension Strategies</b> Use a variety of comprehension strategies [including adjusting reading rate, summarizing main ideas, SQ3R, structured overviews, and checking with peers] to make sense of familiar and unfamiliar texts and remember ideas.			
<b>2.1.3 Textual Cues</b> Use textual cues to construct and confirm meaning and interpret texts.			
<b>2.1.4 Cueing Systems</b> Use syntactic, semantic, and graphophonic cueing systems [including word order; sentence structure; context clues; structural analysis to identify foreign roots, prefixes, and suffixes] to construct and confirm meaning and interpret texts [including meaning of specialized and technical vocabulary].			
<b>2.2 Respond to Texts</b>			
<b>2.2.1 Experience Various Texts</b> Experience texts from a variety of forms and genres and cultural traditions; compare own interpretations to those of others.			
<b>2.2.2 Connect Self, Texts, and Culture</b> Discuss how similar ideas, people, experiences, and traditions are conveyed in various oral, literary, and media texts [including texts about Canada or by Canadian writers].			
<b>2.2.3 Appreciate the Artistry of Texts</b> Identify and describe techniques used to create mood in oral, literary, and media texts.			
<b>2.3 Understand forms and genres</b>			
<b>2.3.1 Forms and Genre</b> Demonstrate appreciation for the appropriate use of various forms and genres according to purpose, audience, and content.			
<b>2.3.2 Techniques and Elements</b> Identify a variety of techniques used to create particular effects or to portray various cultures in oral, literary, and media texts.			
<b>2.3.3 Vocabulary</b> Explore factors that influence word families and the evolution of language.			

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	Multiple-Choice Tests		Constructed-Response Tasks
	Writing Conventions	Spelling	Writing
<b>2.3.4 Experiment with Language</b> Identify creative uses of language in popular culture; explain how imagery and figures of speech create tone and mood in texts.			
<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> Determine personal knowledge of a topic to generate possible areas of inquiry or research.			
<b>3.1.2 Ask Questions</b> Formulate relevant main and subordinate questions on a topic to establish a purpose for gathering information.			
<b>3.1.3 Contribute to Group Inquiry</b> Contribute ideas, knowledge and strategies to help identify group information needs and sources.			
<b>3.1.4 Create and Follow a Plan</b> Prepare and use a plan to access, gather, and record in own words relevant information.			
<b>3.2 Select and Process</b>			
<b>3.2.1 Identify Personal and Peer Knowledge</b> Access, record, and appraise personal and peer knowledge and understanding of a topic to establish an information base for inquiry or research.			
<b>3.2.2 Identify Sources</b> Distinguish between fact and opinion when inquiring or researching using a variety of information sources.			
<b>3.2.3 Assess Sources</b> Develop and use criteria for evaluating information sources for a particular inquiry or research plan.			
<b>3.2.4 Access Information</b> Recall, expand, and use a variety of skills [including visual and auditory] to access information and ideas from a variety of sources [including subtitles, marginal notes and key words, electronic searches, previews and reviews, visual effects, and sound effects].			
<b>3.2.5 Make Sense of Information</b> Construct meaning using direct statements, implied meaning, and inferences; adjust rate of reading or viewing according to purpose, topic, density of information, and organizational patterns of text.			
<b>3.3 Organize, Record and Evaluate</b>			
<b>3.3.1 Organize Information</b> Organize information and ideas in order of priority according to topic and task requirements.			

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	Multiple-Choice Tests		Constructed-Response Tasks
	Writing Conventions	Spelling	Writing
<b>3.3.2 Record Information</b> Make notes in point form, summarizing major ideas and supporting details; reference sources.			1, 2
<b>3.3.3 Evaluate Information</b> Set aside personal bias to evaluate the relevance and importance of information collected; address information gaps for particular forms, audiences, and purposes.			
<b>3.3.4 Develop New Understanding</b> Incorporate new information with prior knowledge and experiences; adjust inquiry and research strategies to accommodate changing perspectives and availability of pertinent information.			
<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> Experiment with several ways to generate ideas and focus a topic.			
<b>4.1.2 Choose Forms</b> Compose using specific forms that ensure a match between content, audience, and purpose.			1, 2, 3, 4, 5
<b>4.1.3 Organize Ideas</b> Identify and use a variety of organizational patterns in own oral, written, and visual texts; compose effective introductions and conclusions.			1, 2, 3, 4, 5
<b>4.2 Enhance and Improve</b>			
<b>4.2.1 Appraise Own and Others' Work</b> Share own work in a variety of ways; appraise particular aspects of own and others' work and presentations using pre-established criteria.			
<b>4.2.2 Revise Content</b> Revise to enhance meaning and effect according to audience and purpose.	38, 39, 40		1, 2, 3, 4, 5
<b>4.2.3 Enhance Legibility</b> Format for legibility and emphasis when composing and revising; enhance the coherence and impact of documents using electronic editing functions.			
<b>4.2.4 Enhance Artistry</b> Experiment with figures of speech and compound and complex sentences to clarify and combine ideas; provide effective descriptions.	22, 23, 24, 25, 26, 27		
<b>4.2.5 Enhance Presentation</b> Prepare compositions, reports, presentations, and inquiry or research projects using a variety of organizers.			

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	Multiple-Choice Tests		Constructed-Response Tasks
	Writing Conventions	Spelling	Writing
<b>4.3 Attend to Conventions</b>			
<b>4.3.1 Grammar and Usage</b> Edit for sentence variety, word choice, and tone appropriate to audience and purpose, and to eliminate misplaced modifiers.	19, 20, 21, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37		1, 2, 3, 4, 5
<b>4.3.2 Spelling (see Strategies)</b> Know spelling conventions and apply them to familiar and unfamiliar words; use appropriate resources 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
<b>4.3.3 Punctuation and Capitalization</b> Know and apply capitalization and punctuation conventions consistently in a variety of sentence structures and written forms when editing and proofreading.	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18		1, 2, 3, 4, 5
<b>4.4 Present and Share</b>			
<b>4.4.1 Share Ideas and Information</b> Plan and facilitate small-group activities and short, whole-class sessions to share information on a topic using a variety of engaging methods.			
<b>4.4.2 Effective Oral Communication</b> Explain, share, and present orally using appropriate conventions of public speaking in a variety of settings; use visual aids to enhance the effectiveness of oral presentations.			
<b>4.4.3 Attentive Listening and Viewing</b> Demonstrate critical listening and viewing skills and strategies and show respect for presenter(s).			
<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> Express personal reactions to a variety of experiences and texts and compare them with the reactions of others.			
<b>5.1.2 Relate Texts to Culture</b> Recognize ways in which oral, literary, and media texts capture specific elements of a culture or period in history.			
<b>5.1.3 Appreciate Diversity</b> Interpret the choices and motives of individuals encountered in oral, literary and media texts and examine how they relate to self and others; discuss personal participation and responsibility in communities.			
<b>5.1.4 Celebrate Special Occasions</b> Use appropriate language to participate in public events, occasions, or traditions.			

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	Writing Conventions	Spelling	Writing
<b>5.2 Encourage, Support, and Work with Others</b>			
<b>5.2.1 Cooperate with Others</b> Engage in dialogue to understand the feelings and viewpoints of others and contribute to group harmony.			
<b>5.2.2 Work in Groups</b> Organize and complete tasks cooperatively and collaboratively; evaluate group productivity and efficiency.			
<b>5.2.3 Use Language to Show Respect</b> Demonstrate respect for other people's language, history, and culture.			
<b>5.2.4 Evaluate Group Process</b> Evaluate the quality of own contributions to group process and set goals and plans for development of personal skills; evaluate group process and plan for growth.			

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Mathematics Manitoba Curriculum Specific Expectations	Canadian Achievement Tests, Fourth Edition (CAT-4)		
	Multiple-Choice Tests		Constructed-Response Tasks
	Mathematics	Computation	Math Processes
<i>Number Sense</i>			
8.N.1. Demonstrate an understanding of perfect squares and square roots, concretely, pictorially, and symbolically (limited to whole numbers).	56, 58	4	
8.N.2. Determine the approximate square root of numbers that are not perfect squares (limited to whole numbers).		30	
8.N.3. Demonstrate an understanding of percents greater than or equal to 0%.	9, 19, 31, 36	22, 33, 34, 36	
8.N.4. Demonstrate an understanding of ratio and rate.	39		
8.N.5. Solve problems that involve rates, ratios, and proportional reasoning.	40, 48	8	
8.N.6. Demonstrate an understanding of multiplying and dividing positive fractions and mixed numbers, concretely, pictorially, and symbolically.		10, 29, 32, 35	
8.N.7. Demonstrate an understanding of multiplication and division of integers, concretely, pictorially, and symbolically.	26	14, 31 19, 23, 26	
8.N.8. Solve problems involving positive rational numbers.	1, 4, 25, 38	1, 2, 3, 6, 11, 12, 13, 16, 18 9, 15, 20, 21, 24, 25	
Foundational Skills			
Operations and Problem Solving with Whole Numbers	53	4, 5, 7, 17, 27, 28	
<i>Strand: Patterns and Relations</i>			
8.PR.1. Graph and analyze two-variable linear equations.	22, 42		
8.PR.2. Model and solve problems using linear equations of the form: <ul style="list-style-type: none"> <li>• <math>ax = b</math></li> <li>• <math>ax = b</math>, <math>a \neq 0</math></li> <li>• <math>ax + b = c</math></li> <li>• <math>ax \ b \ c \ a + = \neq 0</math></li> <li>• <math>a(x + b) = c</math> concretely, pictorially, and symbolically, where <math>a</math>, <math>b</math>, and <math>c</math> are integers.</li> </ul>	15, 16, 20, 27, 28, 35, 45, 54		
Foundational Skills			
Evaluating expressions	14, 27		
<i>Strand: Shape and Space</i>			
8.SS.1. Develop and apply the Pythagorean theorem to solve problems.	29		
8.SS.2. Draw and construct nets for 3-D objects.	8		
8.SS.3. Determine the surface area of <ul style="list-style-type: none"> <li>• right rectangular prisms</li> <li>• right triangular prisms</li> <li>• right cylinders to solve problems.</li> </ul>			
8.SS.4. Develop and apply formulas for determining the volume of right prisms and right cylinders.	10, 50, 55		

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	Mathematics	Computation	Math Processes
8.SS.5. Draw and interpret top, front, and side views of 3-D objects composed of right rectangular prisms.	13, 21, 30, 34		
8.SS.6. Demonstrate an understanding of tessellation by <ul style="list-style-type: none"> <li>explaining the properties of shapes that make tessellating possible</li> <li>creating tessellations</li> <li>identifying tessellations in the environment.</li> </ul>	12		
Foundational Skills			
Using metric units and problem solving with perimeter and area	6, 7, 11, 33, 41, 57		
Angle properties	29, 37, 44, 46, 60		
<i>Strand: Statistics and Probability</i>			
8.SP.1. Critique ways in which data are presented.	22, 43, 47, 49, 52		
8.SP.2. Solve problems involving the probability of independent events.	3, 5, 51		
Foundational Skills			
Analyze data in various forms	23, 24, 49, 52		