

# CAT-4 Match to the Manitoba Curriculum

Senior Kindergarten

Reading/Writing Manitoba Curriculum Specific Outcomes	Canadian Achievement Tests, Fourth Edition (CAT-4)	
	Multiple-Choice Tests	
	Reading	Word Analysis
<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> Talk about personal experiences.		
<b>1.1.2 Consider Others' Ideas</b> Listen to experiences and feelings shared by others..		
<b>1.1.3 Experiment with Language and Form</b> Share experiences, feelings, and thoughts; use a scribe when appropriate.		
<b>1.1.4 Express Preferences</b> Express preferences for favourite oral, literary, and media texts.		
<b>1.1.5 Set Goals</b> Talk about reading and writing stories.		
<b>1.2 Clarify and Extend</b>		
<b>1.2.1 Develop Understanding</b> Recognize connections between new experiences and prior knowledge.		
<b>1.2.2 Explain Opinions</b> Explore new experiences and ideas.		
<b>1.2.3 Combine Ideas</b> Group ideas and information to make sense..		
<b>1.2.4 Extend Understanding</b> Wonder about and question new ideas and observations.		
<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 oral language, texts, and personal experiences.	P7 5 P8 2 P15 3	
<b>2.1.2 Comprehension Strategies</b> Recognize and anticipate meaning from print, symbols, and images; revise understanding based on further information.	P4 2 P5 4, 5, 6 P6 1, 2, 3 P7 4, 6 P10 2 P12 2 P13 3 P14 1 P15 2	
<b>2.1.3 Textual Cues</b> Recognize environmental print, symbols, and images [such as illustrations, photographs...] in context; recognize own name and personally familiar words.	P4 1 P4 3 P9 4	

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<b>2.1.4 Cueing Systems</b> Recognize that print is organized from top to bottom and left to right; recognize that letters represent sounds and match sounds with print.	P16 1, 2, 3 P17 4, 5, 6 P18 1, 2, 3 P19 5 P20 1, 2	P30 2 P31 3 P32 2
<b>Respond to Texts</b>		
<b>2.2.1 Experience Various Texts</b> Participate in shared listening, reading, and viewing experiences using texts from a variety of forms and genres and cultural traditions.		
<b>2.2.2 Connect Self, Texts, and Culture</b> Share personal experiences and family traditions related to oral, literary, and media texts; talk about and represent the actions of people in texts [including texts about Canada or by Canadian writers].		
<b>2.2.3 Appreciate the Artistry of Texts</b> Share feelings evoked by oral, literary, and media texts.		
<b>Understand Forms, Elements and Techniques</b>		
<b>2.3.1 Forms and Genre</b> Distinguish between what is realistic and imaginary in oral, literary, and media texts.	P8 1	
<b>2.3.2 Techniques and Elements</b> Develop a sense of story through listening, reading, viewing, and retelling experiences.	P9 3 P10 1 P11 3 P12 1	
<b>2.3.3 Vocabulary</b> Demonstrate curiosity about and experiment with letters, sounds, words, and word patterns.	P11 4	
<b>2.3.4 Experiment with Language</b> Appreciate the sounds and rhythms of language.		P34 2 P35 3, 4 P36 1, 2 P37 3
<b>2.3.5 Create Original Texts</b> Create original texts to communicate and demonstrate understanding of forms and techniques.		

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<b>General Outcome 3</b> — <i>Students will listen, speak, read, write, view and represent to manage ideas and information.</i>		
<b>Plan and Focus</b>		
<b>3.1.1 Use Personal Knowledge</b> Discuss personal knowledge of a topic.		
<b>3.1.2 Ask Questions</b> Ask questions to satisfy personal curiosity and information needs.		
<b>3.1.3 Contribute to Group Inquiry</b> Ask and answer questions to help satisfy group curiosity and information needs.		
<b>3.1.4 Create and Follow a Plan</b> Choose different ways to gather information and ideas; recall directions.		
<b>Select and Process</b>		
<b>3.2.1 Identify Personal and Peer Knowledge</b> Identify self and others as sources of information.		
<b>3.2.2 Identify Sources</b> Seek information from others; use multimedia and computers when appropriate.		
<b>3.2.3 Assess Sources</b> Compare gathered ideas and information to personal knowledge.	20, 24	
<b>3.2.4 Access Information</b> Use illustrations, photographs, video programs, objects, and auditory cues to understand ideas and information.		
<b>3.2.5 Make Sense of Information</b> Ask questions and use prior knowledge to make sense of information.		
<b>3.3 Organize, Record, and Assess</b>		
<b>3.3.1 Organize Information</b> Categorize objects and pictures according to visual similarities and differences.		
<b>3.3.2 Record Information</b> Represent and share information and ideas; compose with a scribe.		
<b>3.3.3 Evaluate Information</b> Indicate whether or not information is useful for answering questions.		
<b>3.3.4 Develop New Understanding</b> Share learning and information-gathering experiences.		

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<b>General Outcome 4: Students will listen, speak, read, write, view, and represent to enhance the clarity and artistry of communication.</b>		
<b>Generate and Focus</b>		
<b>4.1.1 Generate Ideas</b> Contribute ideas to focus on a topic.		
<b>4.1.2 Choose Forms</b> Share ideas and experiences through talking, storytelling, pictures, singing, illustrations, and print.		
<b>4.1.3 Organize Ideas</b> Know that ideas expressed in oral language can be drawn and recorded.		
<b>Enhance and Improve</b>		
<b>4.2.1 Appraise Own and Others' Work</b> Talk about own and others' creations and stories.		
<b>4.2.2 Revise Content</b> Retell and represent ideas to clarify meaning.		
<b>4.2.3 Enhance Legibility</b> Form recognizable letters and use letters and directional arrow keys on the keyboard.		
<b>4.2.4 Enhance Artistry</b> Describe and enhance own drawings, stories, and writing.		
<b>4.2.5 Enhance Presentation</b> Use drawings and labels to express ideas, feelings, and information.		
<b>Attend to Conventions</b>		
<b>4.3.1 Grammar and Usage</b> Check for completeness of work; add details, where appropriate.		
<b>4.3.2 Spelling (see Strategies)</b> Connect sounds with letters in words.		P24 1, 2, 3, 4 P25 5, 6 P27 2, 3 P28 1, 2 P29 3, 4
<b>4.3.3 Punctuation and Capitalization</b> Recognize own name, upper and lower case letters, familiar logos, and periods.	P19 4, 6	P31 4 P32 1 P33 3

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<b>4.4 Present and Share</b>		
4.4.1 Share Ideas and Information Share information and ideas about a topic of personal interest.		
4.4.2 Effective Oral Communication Share information and ideas with a group.		
4.4.3 Attentive Listening and Viewing Demonstrate active listening and viewing skills and strategies.		
<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>		
5.1.1 Compare Responses Tell and draw stories about self and family.		
5.1.2 Relate Texts to Culture Listen actively to stories and demonstrate curiosity.		
5.1.3 Appreciate Diversity Relate aspects of stories to personal feelings and experiences.		
5.1.4 Celebrate Special Occasions Contribute to group stories using rhymes, rhythms, symbols, pictures, and drama to create and celebrate.		
<b>5.2 Encourage, Support, and Work with Others</b>		
5.2.1 Cooperate with Others Participate in cooperative group activities.		
5.2.2 Work in Groups Demonstrate attentiveness in group activities.		
5.2.3 Use Language to Show Respect Recognize variations in language use at home, on the playground, and in the classroom.		
5.2.4 Evaluate Group Process Find ways to be helpful to others and use 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
<b>Number Sense</b>			
K.N.1. Say the number sequence by 1s, starting anywhere from 1 to 30 and from 10 to 1.			
K.N.2. Subitize and name familiar arrangements of 1 to 6 dots (or objects).			
K.N.3. Relate a numeral, 1 to 10, to its respective quantity	1, 10		
K.N.4. Represent and describe numbers 2 to 10 in two parts, concretely and pictorially.	22		
K.N.5. Demonstrate an understanding of counting to 10 by <ul style="list-style-type: none"> <li>indicating that the last number said identifies “how many”</li> <li>showing that any set has only one count</li> </ul>	7, 18, 19		
K.N.6. Compare quantities, 1 to 10, <ul style="list-style-type: none"> <li>using one-to-one correspondence</li> <li>by ordering numbers representing different quantities</li> </ul>	3, 11, 12, 13, 34		
<b>Strand: Patterns and Relations</b>			
K.PR.1. Demonstrate an understanding of repeating patterns (two or three elements) by <ul style="list-style-type: none"> <li>identifying</li> <li>reproducing</li> <li>extending</li> <li>creating</li> </ul> patterns using manipulatives, sounds, and actions			
<b>Strand: Shape and Space</b>			
K.SS.1. Use direct comparison to compare two objects based on a single attribute, such as length (height), mass (weight), and volume (capacity).	2, 4, 5, 6, 9, 15, 25, 30, 31, 35		
K.SS.2. Sort 3-D objects using a single attribute.			
K.SS.3. Build and describe 3-D objects.	8, 16, 26,		
Foundational Spatial Skills with 2-D shapes	24, 27, 29, 32, 36		
<b>Strand: Statistics and Probability</b>			