

CAT-4 Match to the Quebec Curriculum

Level 16 – Grade 6 (Cycle 3.2)

Reading Quebec Curriculum, 2001 Specific Outcomes	Canadian Achievement Tests, Fourth Edition (CAT-4)		
	Multiple-Choice Tests		Constructed-Response Tasks
	Reading	Vocabulary	Response to Text
Competency One: To read and listen to literacy, popular and information-based texts.			
• The four cueing systems, which include:			
– Prior knowledge and personal experience of the content of a text (semantic)	5, 12, 19, 29, 44, 45	1, 2, 3, 4, 5, 6, 7, 32, 33, 34, 35, 36, 37, 38, 39, 40	
– Knowledge of the ways books work (pragmatic)	6, 14, 15, 41		
– Use of pictures and other graphic representations to interpret texts (pragmatic).			
– Knowledge of common language patterns (syntax).			
– Knowledge of the relationships between sounds and written symbols (graphophonics)			
• Self-correcting strategies, which include:			
– A trial-and-error approach			
– Questions and talk with others to clarify and enrich interpretations.			
– Predictions, confirmations and inferences, when prompted by the teacher			
– Perseverance when meaning-making breaks down by: <ul style="list-style-type: none"> • Adjusting pace • Reading on • Omitting words • Rereading • Making substitutions consistent with pattern of meaning making • Making connections, e.g. to prior knowledge or to other texts • Discussions with teacher of the strategies s/he uses when meaning-making breaks down 		8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31	
• Strategies for locating information and/or ideas in texts, which include:			
– A trial-and-error approach			
– Use of different reading strategies according to the text type, e.g. literary, popular or information-based texts may need to be read differently	2, 3, 4, 16, 17, 36, 37, 42		
– Use of different strategies according to her/his purpose for reading, e.g. skimming for information and/or skipping unimportant parts	26, 34		
– Making of connections, with guidance, between the structures and features of familiar text types and their meanings	13, 43		

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<ul style="list-style-type: none"> – Use of the following to locate specific information and/or ideas <ul style="list-style-type: none"> • Pictures and other graphic representations in texts • Headings, chapter divisions • Table of contents • Index 			
<ul style="list-style-type: none"> – Beginning to identify, with guidance, the stages of researching a topic, which include: <ul style="list-style-type: none"> • developing research questions • narrowing a topic • selecting and recording information from • reading/listening/viewing • categorizing information 			
<ul style="list-style-type: none"> – Initial development of a personal method for researching a topic, <ul style="list-style-type: none"> • with guidance 			
• Reading, listening to and viewing a range of self-selected and personally relevant texts that include:			
<ul style="list-style-type: none"> – Use of personal, social and cultural background and experiences to interpret texts 	7, 8		1, 3, 4, 5
<ul style="list-style-type: none"> – Searching the Internet to locate texts that entertain, promote, and inform 			
• Developing a personal response process in the context of a community of readers through:			
<ul style="list-style-type: none"> – Discussion of responses with others individually, in small groups and in the whole class. 			
<ul style="list-style-type: none"> – Acknowledgment and support for different interpretations from peers of one text 			
<ul style="list-style-type: none"> – Discussion of favourite parts, ideas, and/or information in texts 			
<ul style="list-style-type: none"> – Recount of the story and, with guidance, outline of information in a text 			
<ul style="list-style-type: none"> – Development of opinions on literary or popular texts 			3, 4, 5
<ul style="list-style-type: none"> – Sharing of new or interesting information gained from a text 			1, 2, 6
<ul style="list-style-type: none"> – Sharing of responses with others to clarify meaning and enrich interpretation 			
<ul style="list-style-type: none"> – Participation in literature circles to discuss own and others' responses to texts 			
<ul style="list-style-type: none"> – Comparing own responses with those of others at a beginner's level 			
<ul style="list-style-type: none"> – Discussing own response process at a beginner's level 			
• Moving beyond the initial response through:			
<ul style="list-style-type: none"> – Responses to texts in a variety of ways that include talking, writing, the Arts, media 			1, 2, 3, 4, 5, 6
<ul style="list-style-type: none"> – Early attempts to explain own views of a text 			1, 4, 5

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– Support for own views with references to the text in small and large group discussions			
– Discussions of structures and features of text and their impact on the reader			
– Discussion of the structures and features of a text and their influence on the meaning of a text	11, 38		
– Returning to a text to confirm interpretations and understandings in discussions with peers	9, 27, 46		5
– Adjustment of own interpretations in the light of the responses of others at a beginner’s level			
• Seeing a text as a construction through:			
– Suggestion of alternative endings or actions in a literary or popular text			
– Plausibility of events, characters, opinions and/or information in a text in relation to own values and experiences	25, 39		1, 4, 5
– Comparison of texts that are familiar by recognizing: <ul style="list-style-type: none"> • the same theme or idea developed in different ways in two literary or popular texts • that non-fiction texts on the same topic contain different information • cross-curricular connections between texts, e.g. treatment of a theme in a literary and in a history text • identification of some of the ways in which information is presented in popular and information-based texts 	23		
• Understanding the influence of familiar structures and features on the meaning of a text through:			
– Identification of some structures and features of familiar text types			
– Location of similar structures and features in other texts of the same type			
– Knowledge of familiar text types transferred to own writing by using known structures and features			
• Beginning to identify the view of the world presented in a text through:			
– Teacher and peer discussions of the ways in which different groups of people are depicted in texts			
– Own questions about the view of the world represented in the text, with guidance from the teacher			
– Making of inferences, when prompted, about the view of the world presented by the text	10, 18, 20, 22, 24, 30, 31, 32, 40, 47		1, 3, 4
– Discussions, with guidance, of whose voices are heard and whose are missing in a text			
– Comparison, with guidance, of own values with some of the social, cultural and historical values in a literary text in teacher and peer discussions			

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	Reading	Vocabulary	Response to Text
Competency Three: To represent his/her literacy in different media			
• The familiar images, signs, symbols and logos in her/his environment:			
– Recognition that they are made by people for different purposes			
– Recognition that they have meanings/messages			
– Identification of how these images contribute to the messages/meanings of various media texts			
• Use of repertoire of strategies to unlock message(s)/meaning(s) in various media texts (See also Competency 1, Reading Strategies):			
– Own questions in order to predict and confirm			
– Drawing on prior experience with familiar media texts to understand how they are constructed	48		
– Rereading/looking again in order to clarify and extend understanding of a text, etc.			
– Use of repertoire of communication strategies when meaning breaks down and/or to sustain meaning			
• Make meaning of a media text by:			
– Brainstorming			
– Drawing on prior knowledge			
– Sharing responses with peers			
– Making connections to own experiences			
– Returning to text			
– Considering some of the functions of different, familiar media in relation to her/his understanding of the message(s)/meaning(s) of a text, i.e. entertainment, promotion and information			3
– Using structures and features of the medium and text type in order to clarify meaning and explain her/his response, in collaboration with peers.			
– Confirming, in collaboration with peers and teacher, that a media text can contain more than one meaning or message			
– Identifying and discussing some of the ways in which pictures, illustrations, popular symbols and signs and images enhance the message(s)/meaning(s) in media texts designed for young viewers			
– Using text to support interpretation of characters' points of view in narrative and popular texts			3
– Responding to messages on the computer, e.g. multi-media software, E-mail			

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Writing Quebec Curriculum, 2001 Specific Outcomes	Canadian Achievement Tests, Fourth Edition (CAT-4)		
	Multiple-Choice Tests		Constructed-Response Tasks
	Writing Conventions	Spelling	Writing
Competency 2: To write self-expressive, narrative and information-based texts			
The student understands that writing is a communication system and assigns meaning to her/his texts by:			
• Self-selection of own topics, structures and features, based on purpose and audience			
• Writing to a familiar audience (peers, family, trusted adults) in order to express meaning(s):			
– Pictures, symbols and/or signs integrated with print.			
– Identification of purpose for writing			
– Specific structures and features of familiar texts incorporated into own writing			
• Using the linguistic structures and features of texts in own writing:			
– Experimentation with the register of a text in a relevant context or situation for a specific purpose and for a familiar audience of peers, family and friends, e.g. in a note to a friend or a note to the principal, on a Web site s/he is creating, in a story in the role of a familiar adult or younger child			
– Reflection about strengths and learning goals through writing selections already accumulated in a portfolio			
– Syntactic structures that carry meaning: the structure of a question, a request, an apology			
– Selection of ways to influence a familiar audience in self-expressive and narrative texts, e.g. through word choices, such as using sound-words, such as swoosh; an appropriate register, such as friends talking together; and an appropriate syntax			1, 3, 4, 5
– Syntax that is chosen in order to add meaning to a text, given purpose, audience and context			4, 5
– Experimentation, at a beginner’s level, with different syntactic structures that are appropriate to purpose, audience and context			
– Some control of the following linguistic features: tenses, verb/subject agreement, voice, i.e. first, second, third person			1, 2, 3, 4, 5
– Adaptation of the structure and features of different texts to different requirements, given the context			3, 4
• Writing on a daily basis:			
– Own topics and text types chosen to meet a specific purpose, audience and context			
• Writing for specific purposes and in different contexts which include:			
– Getting things done			
– Personal needs			
– For pleasure			
– Clarifying thoughts			

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Writing Quebec Curriculum Specific Outcomes	Canadian Achievement Tests, Fourth Edition (CAT-4)		
	Multiple-Choice Tests		Constructed-Response Tasks
	Writing Conventions	Spelling	Writing
– Solving problems			3, 4
– Expressing ideas and feelings			2, 5
– Recording experiences			1
– Developing and exploring new ideas and information			
Exploratory prewriting activities appropriate to purpose, audience and context for the writing:			
– Brainstorming for information and asking questions			
– Drawing on ideas, prior experiences and personal memories			1, 2, 4, 5
– Drawing, planning, talking			
– Reading, listening to, viewing and talking about stories, songs, poems and books			
– Using graphic organizers			
– Telling and retelling stories			
– Drawing on prior knowledge			
• Writing activities that nourish the development of a process for producing written texts:			
– Regular, sustained time to write on a daily basis			
– Drafts of own writing with focus on making meaning			
– Rereading of own writing with focus on meaning			
– Sharing own writing with peers			
– Seeking response to writing from peers and teacher			
– Selection of some pieces of writing to develop more fully, in collaboration with teacher			
– One or two strategies for crafting and revising own writing, on a trial-and-error basis: <ul style="list-style-type: none"> • Seeking feedback, rereading favourite texts to make discoveries about what the author did • Questioning own texts as a writer, e.g. Does this lead draw my readers in? Does the text say what I want it to say • Talking about personal revision process 			
– Initial editing skills, with guidance from teacher and in collaboration with peers: understanding of how to find and correct a specified error; mini-lessons on areas in need of review; developing an editing checklist			
– Self-edits with focus on a limited number (1 or 2) of writing conventions at own developmental level: <ul style="list-style-type: none"> • Checks for end punctuation in pairs by reading aloud • Proofreads for known words, checks spelling of words that do not look right, checks for basic punctuation and capitalization • Checks for new paragraphs and punctuation when using dialogue, checks for consistent voice (first, second or third person) 			1, 2, 3, 4, 5

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	Multiple-Choice Tests		Constructed-Response Tasks
	Writing Conventions	Spelling	Writing
– Feedback from peers and teacher requested and received for final editing of text			
– Re-presentation of personally meaningful texts as published pieces for intended familiar audience			
• Experimentation with familiar structures and features of different text types in own writing:			
– Based on wide repertoire of texts read, viewed in the media and encountered in her/his community			
– To suit own purpose and audience			
– Some features of familiar narrative and information-based texts transferred into own writing			
– Development of control, through trial and error, of familiar structures and features of texts in own writing			
• Development of understanding of writing conventions which include grammar (sentence structure and syntax), usage (agreement and word choice) and mechanics (spelling, capitalization and punctuation):			
– Development of spelling conscience: rules, generalizations and patterns of written language, i.e. spelling, applied at appropriate developmental level		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
– Growing repertoire of developmentally appropriate spelling strategies: <ul style="list-style-type: none"> • Approximations, phonetic representation, visual patterns and common letter sequences, common structural patterns • Class and personal word lists, generalizations drawn from focusing on groups of words • Knowledge of suffixes, prefixes and compounds, use of word meaning and derivations, human and print resources 			1, 2, 3, 4, 5
– Integration of some basic writing conventions in own writing on a trial-and-error basis			
– Use of some basic writing conventions. See self-editing in writing activities			
• Concept of writer's craft:			
• Guided discussion and questioning of texts read, listened to and produced in order to discover how the text works			
• Some techniques used experimentally in own writing, for own purposes, drawn from guided explorations of texts read, viewed and produced by others			
• Structures and features of texts: different kinds of details about setting in story related to context, creating suspense, crafting leads in authentic non-fiction, pictures and captions in non-fiction text, conventions of specific text types such as fairy tale, mystery, etc			1, 2, 3, 4, 5,

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	Multiple-Choice Tests		Constructed-Response Tasks
	Writing Conventions	Spelling	Writing
• Writing daily for personally significant purposes:			
– See Writing Process—purpose and context for writing, above			
– Use of writing in order to make thinking visible and reflect on learning			
– Initial understanding of how to adjust writing to needs of a familiar audience: planning, sustaining and revising of significant texts for a familiar audience that have a personally relevant purpose, development of a spelling conscience and use of the necessary resources			
– Conventions of writing, e.g. grammar (sentence structure and syntax), usage (agreement and word choice) and mechanics (capitalization, punctuation and spelling) used as tools a writer would use to communicate	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		1, 2, 3, 4, 5
– Adaptation of personal writing process to different writing contexts, purposes and (familiar) audiences			

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Mathematics Quebec Curriculum Specific Outcomes	Canadian Achievement Tests, Fourth Edition (CAT-4)		
	Multiple-Choice Tests		Constructed-Response Tasks
	Mathematics	Computation and Estimation	Math Processes
ARITHMETIC: UNDERSTANDING AND WRITING NUMBERS			
Natural numbers • natural numbers less than 1 000 000 (hundred thousands): reading, writing, representation, comparison, classification, order, equivalent expressions, writing numbers in expanded form, patterns, number line	37		
• power, exponent			
Fractions • fractions: reading, writing, numerator, denominator, various representations, order, comparison, equivalent expressions, equivalent fractions	27, 44, 55		
• percentages			
Decimals • up to three decimal places (tenths, hundredths, thousandths): reading, writing, various representations, order, equivalent expressions, writing numbers in expanded form	15, 19, 31, 44, 48, 53	22	
• approximation			
Using numbers • converting from one type of notation to another: writing fractions, decimal numbers or percentages			
• choosing the most suitable notation for a given context			
Integers • reading, writing, comparison, order, representation			
ARITHMETIC: MEANING OF OPERATIONS INVOLVING NUMBERS			
Natural numbers • operation sense: multiplication (e.g. repeated addition, Cartesian product), product, factor, multiples of a natural number, division (repeated subtraction, sharing, number of times x goes into y), quotient, remainder, dividend, divisor, set of divisors of a natural number, properties of divisibility	60		
• choice of operation: multiplication, division	Throughout assessment		
Natural numbers cont'd • meaning of an equality relation (equation), meaning of an equivalence relation			
• relationships between the operations			
• property of operations: distributive law			
• order of operations (series of operations involving natural numbers)		27, 30, 36	
Decimals • operation sense: multiplication and division			
Fractions • operation sense (using objects and diagrams): addition, subtraction and multiplication by a natural number			

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Mathematics Quebec Curriculum Specific Outcomes	<i>Canadian Achievement Tests, Fourth Edition (CAT-4)</i>		
	Multiple-Choice Tests		Constructed-Response Tasks
	Mathematics	Computation and Estimation	Math Processes
ARITMATIC: OPERATIONS INVOLVING NUMBERS			
Natural numbers • approximating the result of an operation: addition, subtraction, multiplication, division		33	
• own processes for mental computation: addition, subtraction, multiplication, division	6, 7, 29	17	
• conventional processes for written computation: multiplying a three-digit number by a two-digit number		Add/subtract 4, 5, 6, 7, 16 Multiplication 12, 15	
• conventional processes for written computation: dividing a four-digit number by a two-digit number, expressing the remainder as a decimal that does not go beyond the second decimal place	60	1, 14, 19	
• series of operations in accordance with the order of operations		27, 30, 36	
• patterns: series of numbers, family of operations	4, 5, 18, 20, 28, 34, 35, 36		
• finding prime factors			
• divisibility by 2, 3, 4, 5, 6, 8, 9, 10			
Decimals • approximating the result of an operation			
• mental computation: addition, subtraction, multiplication, division	9		
• written computation: multiplication whose product does not go beyond the second decimal place, division by a natural number less than 11	9, 17, 23, 50, 59	Add/subtract 8, 9, 13, 21, 26 Multiplication 2, 3, 20, 24, 25, 28, 29, 32, 34, 35	
• mental computation; multiplication and division of decimals by 10, 100, 1000		23, 31	
Fractions • establishing equivalent fractions			
Space • locating objects on an axis			
• locating objects in a Cartesian plane	2, 3		
Solids • recognizing nets for convex polyhedrons	21, 26		
• testing Euler’s theorem (relationship between faces, vertices and edges of a convex polyhedron)			

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	Multiple-Choice Tests		Constructed-Response Tasks
	Mathematics	Computation and Estimation	Math Processes
Plan figures <ul style="list-style-type: none"> describing triangles: right triangles, isosceles triangles, scalene triangles, equilateral triangles 	14, 33		
<ul style="list-style-type: none"> classifying triangles 			
<ul style="list-style-type: none"> measuring angles in degrees using a protractor 			
<ul style="list-style-type: none"> studying the features of a circle: radius, diameter, circumference, central angle 			
Frieze patterns and tessellations <ul style="list-style-type: none"> observing and producing (grids, tracing paper) frieze patterns by means of translation: translation, translation arrow (length, direction, sense) 	1, 24		
<ul style="list-style-type: none"> observing and producing tessellations by means of translations 			
MEASUREMENT			
Lengths: estimating and measuring <ul style="list-style-type: none"> conventional units (km, m, dm, cm, mm) 	13, 16, 32, 51		
<ul style="list-style-type: none"> relationships between units of measure 	45, 46		
angles: estimating and measuring <ul style="list-style-type: none"> degree 	25, 42		
Surface areas: estimating and measuring <ul style="list-style-type: none"> conventional units (m² dm² mm²), relationships between the units of measure 	22, 47		
Volume: estimating and measuring <ul style="list-style-type: none"> conventional units (m³ dm³ cm³), relationships between the units of measure 			
Capacities: estimating and measuring <ul style="list-style-type: none"> unconventional units 			
<ul style="list-style-type: none"> conventional units (L, ml), relationships between the units of measure 			
Masses: estimating and measuring <ul style="list-style-type: none"> unconventional units 			
<ul style="list-style-type: none"> conventional units (kg, g), relationships between the units of measure 	58		
Time: estimating and measuring <ul style="list-style-type: none"> relationships between the units of measure 			
Temperatures: estimating and measuring <ul style="list-style-type: none"> conventional units (°C) 			
STATISTICS			
<ul style="list-style-type: none"> formulating questions for a survey 			
<ul style="list-style-type: none"> collecting, describing and organizing data using tables 	10, 52		

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	Mathematics	Computation and Estimation	Math Processes
<ul style="list-style-type: none"> interpreting data using a circle graph 	53, 57 Other graphs: 8, 38		
<ul style="list-style-type: none"> arithmetic mean (meaning, calculation) 			
<ul style="list-style-type: none"> experimentation with activities involving chance 			
<ul style="list-style-type: none"> predicting the likelihood of an event (certainty, possibility or impossibility) 			
<ul style="list-style-type: none"> probability that a simple event will occur (more likely, just as likely, less likely) 			
<ul style="list-style-type: none"> enumerating the possible outcomes of a random experiment using a table, a tree diagram 			
<ul style="list-style-type: none"> comparing the outcomes of a random experiment with known theoretical probabilities 	11, 12, 30, 39, 56		
<ul style="list-style-type: none"> doing simulation with or without a computer 			