

# CAT-4 Match to the Saskatchewan Curriculum

Level 11 to Grade 1

Reading Saskatchewan Curriculum, 2002 Specific Outcomes	Canadian Achievement Tests, Fourth Edition (CAT-4)			
	Multiple-Choice Tests			Constructed-Response Tasks
	Reading	Word Analysis	Vocabulary	Response to Text
activate and build upon prior knowledge and experiences	P20 3, 4			5
predict what the text is about based on title, pictures, and background information presented by teacher	P18 1, 2 P20 5			
determine question(s) to be answered by reading text				
set purpose for reading				
attempt and practice reading behaviours				
make connections between text, prior knowledge, and personal experiences	P11 5 P15 5, 6 P17 6 P19 9			1, 2, 5, 6
make and check predictions using prior knowledge and text features to understand information	P5 3, 4 P8 2 P12 7, 8 P14 1 P15 3, 4 P16 1 P19 6, 8, P20 1			
use a variety of strategies to construct and confirm meaning	P17 3 P19 3			
use the cueing systems to construct meaning: pragmatic, textual, syntactic, semantic, and graphophonic	P7 1 P14 2 P16 2 P17 5 P19 4, 5, 7	P23 2, 3, 4, 5 P24 2, 3, 4, 5 P25 2, 3, 4, 5 P26 2, 3, 4, 5, 6, 7, 8 P27 9, 10, 11, 12, 13	P28 2, 3, 4, 5, 6, 7, 8 P29 9, 10, 11, 12, 13	
use dictionaries and word wall as aids				
begin to self-correct				
identify ideas and information to make sense				2, 4
recognize a variety of forms of texts such as poetry and plays				
recognize that individuals adjust language use according to situation				
appreciate repetition, rhyme, and other interesting uses of language				
practise skills of effective readers				
retell simple narrative stories and informational texts				6
compare texts				
reread favourite stories				
discuss and explain response to how, why, and what-if questions				2, 3, 6

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	Multiple-Choice Tests			Constructed-Response Tasks
	Reading	Word Analysis	Vocabulary	Response to Text
recall details, events, characters, setting, and sequence of events	P5 2 P9 4 P12 6 P13 9, 10 P17 4 P20 2			1, 4, 6
compare stories				
relate aspects of stories and characters from print texts to personal experiences				1, 6
share feelings evoked by particular texts				3, 5
explain why a particular text is a personal favourite				
represent and tell key facts and ideas	P5 1 P8 3			2
respond to texts in various ways				4
answer questions				
tell what they enjoyed or did not enjoy				
tell own stories that relate to topic of text being read				
enjoy reading texts independently				

# CAT-4 Match to the Saskatchewan Curriculum

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<b>Writing</b> Saskatchewan Curriculum, 2002 Specific Outcomes	<i>Canadian Achievement Tests, Fourth Edition (CAT-4)</i>		
	Multiple-Choice Tests		Constructed-Response Tasks
	Writing Conventions	Spelling	Writing
consider personal experiences, classroom activities, and other related information			2, 4
talk, draw, or dramatize to find and organize ideas before writing			
identify (with teacher guidance) a purpose for writing			1, 2, 3, 4, 5
create original texts to communicate			1, 2, 4, 5
demonstrate understanding of forms and techniques			4
organize print and pictures to express ideas and tell stories			1, 2, 3, 4, 5
present information and ideas in sentences			1, 2, 3, 4, 5
experiment with word combinations and patterns			
write about key facts, ideas, information, and events using own words			5
use personal word books, print texts, and environmental print to assist with writing			
develop and demonstrate an understanding of written language conventions including: <ul style="list-style-type: none"> <li>• write simple statements, showing awareness of capital letters and periods</li> <li>• know that words have conventionally accepted spelling</li> <li>• use a mixture of temporary (phonetic) and conventional spellings</li> <li>• spell common sight words correctly and some one-syllable words phonetically</li> <li>• capitalize the first words of sentences, names of people, and the pronoun "I"</li> </ul>		1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20	1, 2, 3, 4, 5
print legibly and space letters, words, and sentences appropriately			
request help with spelling and simple punctuation			
refer to classroom resources to assist with and verify spelling			
strive for consistency in letter size and shape; print letters legibly from left to right horizontally, using lines on a page as a guide (beginning two lines high and gradually reducing)			
use appropriate spacing between letters in words and between words in sentences			
explore and use the keyboard to produce text			
reread to see if they have included everything they wanted to say			
add titles to own stories			5
add more information			
read their writing to the teacher or classmate and share their illustrations			

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<b>Writing</b> Saskatchewan Curriculum Specific Outcomes	<i>Canadian Achievement Tests, Fourth Edition (CAT-4)</i>		
	Multiple-Choice Tests		Constructed-Response Tasks
	Writing Conventions	Spelling	Writing
publish (share) their writing			
recognize that writers have purposes for writing			1, 2, 3, 4, 5
write stories and short informational texts with pictures about familiar events and experiences			
use, with teacher support, a writing process			

# CAT-4 Match to the Saskatchewan Curriculum

Level 11 to Grade 1

<b>Mathematics</b> Saskatchewan Curriculum, 2007 Specific Expectations	<i>Canadian Achievement Tests, Fourth Edition (CAT-4)</i>		
	Multiple-Choice Tests		Constructed-Response Tasks
	Mathematics	Computation and Estimation	Math Processes
<b>Number Sense</b>			
N1.1 Say the number sequence, 0 to 100 by: <ul style="list-style-type: none"> <li>• 1s forward and backward between any two given numbers</li> <li>• 2s to 20, forward starting at 0</li> <li>• 5s and 10s to 100 forward starting at 0</li> </ul>	P36 3, 4 P39 10 P42 2 P45 9 P46 10, 12 P56 5, 6		
N1.2 Recognize, at a glance, and name familiar arrangements of 1 to 10 objects, dots and pictures.			
N1.3 Demonstrate an understanding of counting 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> <li>• using the counting on strategy</li> <li>• using parts of equal groups to count sets.</li> </ul>	P40 12 P41 13 P42 1 P45 7, 8		
N1.4 Represent and describe whole numbers to 20 concretely, pictorially, and symbolically.	P36 1 P50 4 P51 6		
N1.5 Compare sets containing up to 20 elements to solve problems using: <ul style="list-style-type: none"> <li>• referents (known quantity)</li> <li>• one-to-one correspondence</li> </ul>	P36 2 P37 5 P41 15 P44 6 P46 11 P53 9	P64 6	
N1.6 Estimate quantities to 20 by using referents.	P44 4 P47 13 P48 1	P63 3 P65 7	
N1.7 Demonstrate, concretely, physically, and pictorially, how whole numbers can be represented by a variety of equal groupings with and without singles	P41 14		
N1.8 Identify the number, up to 20, that is one more, two more, one less, and two less than a given number.			
N1.9 Demonstrate an understanding of addition of numbers with answers to 20 and the corresponding subtraction facts, concretely, pictorially, physically and symbolically by: <ul style="list-style-type: none"> <li>• using familiar and mathematical language to describe additive and subtractive actions from their experience</li> <li>• creating and solving problems in context that involve addition and subtraction</li> <li>• modeling addition and subtraction using a variety of concrete and visual representations, and recording the process symbolically.</li> </ul>	P41 13 P53 10 P54 1 P55 3 P56 4 P57 8	P58, 1, 2, 3, 4, 5, 6, 7, 8 P59 9, 10, 11, 12, 13 P60, 1, 2, 3, 4, 5, 6, 7 P61 8, 9, 10, 11, 12, 13 P62 1, 2 P63 4, 5 P65 8, 9, 10 P66 11, 12	

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	Multiple-Choice Tests		Constructed-Response Tasks
	Mathematics	Computation and Estimation	Math Processes
<b>Patterns and Relations</b>			
N1.10 Describe and use mental mathematics strategies (memorization not intended) such as: <ul style="list-style-type: none"> <li>• counting on and counting back</li> <li>• making 10</li> <li>• doubles</li> <li>• using addition to subtract to determine basic addition facts to 18 and related subtraction facts.</li> </ul>			
P1.1 Demonstrate an understanding of repeating patterns (two to four elements) by: <ul style="list-style-type: none"> <li>• describing</li> <li>• reproducing</li> <li>• extending</li> <li>• creating patterns using manipulatives, diagrams, sounds and actions.</li> </ul>	P38 7 P44 5 P47 14 P48 2 P52 7, 8 P57 7, 9		
P1.2 Translate repeating patterns from one form of representation to another.	P54 2		
P1.3 Describe equality as a balance and inequality as an imbalance, concretely, physically and pictorially (0-20)	P49 3		
P1.4 Record equalities using equal symbol.			
<b>Shape and Space</b>			
SS1.1 Demonstrate an understanding of measurement as a process of comparing by: <ul style="list-style-type: none"> <li>• identifying attributes that can be compared ordering objects</li> <li>• making statements of comparison</li> <li>• filling, covering, or matching.</li> </ul>	P37 6 P43 3 P45 8 P50 11		
SS1.2 Sort 3-D objects and 2-D shapes using one attribute, and explain the sorting rule.			
SS1.3 Replicate composite 2-D shapes and 3-D objects.	P44 4 P50 5		
SS1.4 Compare 2-D shapes to parts of 3-D objects in the environment.	P40 11		