

# CAT-4 Match to the Saskatchewan Curriculum

Level 12 to Grade 2

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
<b>Foundational Objective: Learn about and practice the skills and strategies of effective readers.</b>				
activate and build upon prior knowledge and experiences				1, 6
predict what text is about based on text features, visuals, and text type	P7 1 P11 2 P16 1			
set a purpose for reading				1, 2, 4
connect new texts with prior knowledge and experiences	P14 7 P24 7			1, 6
predict what will happen next based on previously read material and background experiences				
use the cueing systems to construct meaning: pragmatic, textual, syntactic, semantic, and graphophonic	P4 1 P5 5 P7 2 P8 3 P10 1 P11 4 P13 2, 4 P18 4 P19 5 P20 7 P24 9	P26 1, 2, 3 P27 1, 2, 3, 4, 5, 6, 7, 8 P28 9, 10, 11, 12 P29 1, 2, 3, 4, 5, 6 P30 1, 2, 3, 4, 5 P31 1, 2, 3, 4	P32 1, 2, 3, 4, 5 P33 6, 7, 8, 9, 10, 11, 12 P34 13, 14, 15, 16, 17, 18 P35 1, 2, 3, 4 P36 5, 6, 7, 8, 9, 10 P37 11, 12	
form sensory images				
read expository materials for answers to specific questions				
make inferences	P4 2 P8 4 P9 6, 7 P13 3 P14 5 P23 3, 4, 5			
interpret the traits of main characters				
recognize that reading must make sense and follow appropriate steps to self-correct when it does not				
self-monitor own difficulty in decoding and comprehending text				
read accurately most high frequency words and many irregularly spelled words in texts				
begin to interpret diagrams, maps, and charts	P5 4 P9 5 P11 3 P20 6 P23 2 P24 6			1, 2, 3
pose how, why, and what questions to understand and/or interpret text				

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	Multiple-Choice Tests			Constructed-Response Tasks
	Reading	Word Analysis	Vocabulary	Response to Text
recognize cause-effect relationships and draw conclusions				
use knowledge of commonalities in word families to increase vocabulary in a variety of contexts				
respond to literary texts by discussing, asking questions, storytelling, creating artistic expressions, and contributing to shared writing				3
discuss accuracy of predictions				
recall facts and details from texts	P5 3 P11 2 P13 1 P16 2 P17 3 P21 8 P23 1 P24 8			3, 4, 5
discuss similarities and differences in events and characters across stories				
connect and compare information from texts to experience and knowledge				
explain and describe new ideas and information in own words				
retell story in own words including setting, characters, and sequence of important events				4, 5
discuss and compare authors and illustrators				
express preferences for a variety of oral, print, and other media texts				

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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
<b>Foundational Objective: Learn about and practise the skills and strategies of effective writers.</b>			
use pre-writing strategies including brainstorming, talking with others, interviewing, drawing, mapping, and clustering or webbing			
begin to focus on key questions and to answer questions about a topic			
generate ideas on a particular topic			
plan and make decisions about what to include in written products			
recognize that information and ideas can be expressed in different forms for different purposes			
stay on topic in writing			1, 2, 3, 4, 5
write complete sentences			1, 2, 3, 4, 5
begin to organize writing with a clear beginning, middle, and ending			1, 2, 3, 4, 5
arrange ideas and information to make sense	P44 1, 2, 3 P45 1, 2, 3, 4 P46 5, 6, 7, 8, 9		1, 2, 3, 4, 5
use a variety of forms to organize and give meaning to familiar experiences, ideas, and information			2, 4, 5
use common patterns as a framework for writing			
recognize that dialogue adds interest and detail to narratives			
experiment with words and simple sentence patterns to enhance communication			
apply knowledge of commonalities in word families			
develop and demonstrate an understanding of written language conventions including: <ul style="list-style-type: none"> <li>• write complete sentences, using capital letters and periods</li> <li>• use a variety of spelling strategies such as approximations, best-guess, and checking grade-appropriate references</li> <li>• spell many high frequency words correctly and use familiar spelling patterns</li> <li>• begin to include the question mark and some commas</li> </ul>	P40 1, 2, 3, 4, 5, 6 P41 7, 8, 9, 10, 11 P42 12, 13, 14, 15 P43 1, 2, 3	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 to form letters and words of consistent size, shape, and spacing			
explore and use the keyboard to compose and revise text			
choose to revise			
add or delete words to make sense			
check work for beginning, middle, and end			
try to correct capitalization and punctuation			

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*Level 12 to Grade 2*

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	Multiple-Choice Tests		Constructed-Response Tasks
	Writing Conventions	Spelling	Writing
check work for spelling errors using word wall, word rings, pictionaries, and personal dictionaries			
share own writing with others and respond to suggestions			
acknowledge writing achievements of others			

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Level 12 to Grade 2

<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>			
N2.1 Demonstrate understanding of whole numbers to 100 (concretely, pictorially, physically, orally, in writing, and symbolically) by: <ul style="list-style-type: none"> <li>describing and representing (including place value)</li> <li>skip counting</li> <li>differentiating between odd and even numbers</li> <li>estimating with referents (a known quantity)</li> <li>comparing two numbers</li> <li>ordering three or more numbers.</li> </ul>	P49 4, 5 P51 8 P53 11, 12, 13 P55 17 P57 22 P58 1, 2 P61 7 P62 9, 10 P63 13		
N2.2 Demonstrate understanding of addition (limited to 1 and 2-digit numerals) with answers to 100 and the corresponding subtraction by: <ul style="list-style-type: none"> <li>representing strategies for adding and subtracting concretely, pictorially, and symbolically</li> <li>creating and solving problems involving addition and subtraction</li> <li>estimating</li> <li>using personal strategies for adding and subtracting with and without the support of manipulatives</li> <li>analyzing the effect of adding or subtracting zero</li> <li>analyzing the effect of the ordering of the quantities (addends, minuends, and subtrahends) in addition and subtraction statements.</li> </ul>	P65 19	P68 1, 2, 3, 4, 5, 6, 7 P69 8, 9, 10, 11, 12 P70 1, 2, 3, 4, 5, 6, 7 P71 8, 9, 10, 11, 12 P72 1, 2, 3, 4, 5, 6, 7, 8 P73 9, 10 P74 11, 12	
<b>Patterns and Relations</b>			
PR2.1 Demonstrate understanding of repeating patterns (three to five elements) by: <ul style="list-style-type: none"> <li>describing</li> <li>representing patterns in alternate modes</li> <li>extending</li> <li>comparing</li> <li>creating patterns</li> <li>using manipulatives, pictures, sounds, and actions.</li> </ul>	P48 2 P54 14 P59 3		
PR2.2 Demonstrate understanding of increasing patterns by: <ul style="list-style-type: none"> <li>describing</li> <li>reproducing</li> <li>extending</li> <li>creating patterns</li> <li>using manipulatives, pictures, sounds, and actions (numbers to 100).</li> </ul>	P63 11 P64 16 P65 20 P66 21, 23 P67 24		
PR2.3 Demonstrate understanding of equality and inequality concretely and pictorially (0 to 100) by: <ul style="list-style-type: none"> <li>relating equality and inequality to balance</li> <li>comparing sets</li> <li>recording equalities with an equal sign</li> <li>recording inequalities with a not equal sign</li> <li>solving problems involving equality and inequality.</li> </ul>			

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	Multiple-Choice Tests		Constructed-Response Tasks
	Mathematics	Computation and Estimation	Math Processes
<b>Shape and Space</b>			
SS2.1 Demonstrate understanding of non-standard units for linear measurement by: <ul style="list-style-type: none"> <li>describing the choice and appropriate use of non-standard units</li> <li>estimating</li> <li>measuring</li> <li>comparing and analyzing measurements.</li> </ul>	P54 16 P64 15 P57 23		
SS2.2 Demonstrate understanding of non-standard units for measurement of mass by: <ul style="list-style-type: none"> <li>describing the choice and appropriate use of non-standard units</li> <li>estimating</li> <li>measuring</li> <li>comparing and analyzing measurements.</li> </ul>			
SS2.3 Describe, compare and construct 3-D objects, including: <ul style="list-style-type: none"> <li>cubes</li> <li>spheres</li> <li>cones</li> <li>cylinders</li> <li>pyramids</li> </ul>	P49 6		
SS2.4 Describe, compare and construct 2-D shapes, including: <ul style="list-style-type: none"> <li>Triangles</li> <li>Squares</li> <li>Rectangles</li> <li>Circles</li> </ul>	P54 15 P59 4 P60 6 P63 14 P66 22		
SS2.5 Demonstrate understanding of the relationship between 2-D and 3-D objects			
<b>Statistics and Probability</b>			
SP2.1 Demonstrate understanding of concrete graphs and pictographs	P48 1 P49 3 P50 7 P52 9, 10 P55 18 P56 19, 20 P62 8 P63 12 P64 17, 18		