

# CAT-4 Match to the Saskatchewan Curriculum

Level 13 to Grade 3

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
read grade-appropriate texts orally and silently with increasing confidence, fluency, and accuracy				
select and read a variety of texts for enjoyment and information	1			
experience the work of Saskatchewan and other Canadian authors, including Aboriginal authors				
begin to locate different kinds of texts in the resource centre				
select appropriate books independently and consider books recommended by others				
move comfortably from oral to silent reading				
adjust reading rate to suit purpose and nature of material				
access and build upon related prior knowledge and experience				2
set purpose for reading				1, 2, 6
generate questions to organize their investigation of new information				
use title and cover illustration to predict what text might be about				
connect new ideas, information, and experiences to own and others' ideas and experiences	16			2, 5, 6
predict what will happen next based on previously read material and background experience	17, 19			3
make inferences about a character's actions or feelings	37			3, 5, 6
confirm meaning	2, 26, 43, 44		29, 30, 31, 32, 33	
monitor for meaning during oral and silent reading				
apply cueing systems to construct meaning: pragmatic, textual, semantic, syntactic, and graphophonic	5, 6, 9, 14, 15, 22, 25, 28, 33, 38, 40, 41, 45, 46	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 18, 19, 20, 21, 27, 28, 29, 30		
begin to develop word attack strategies: using knowledge of letter-sound relationships and structural analysis to decode words; inferring word meanings from roots, prefixes, and suffixes; and using analogy and knowledge of known words to determine meaning of unknown words			1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16	
recognize the distinguishing features of a variety of forms and genres	24, 48			3, 4
distinguish between reality and fantasy	3, 23			
use different strategies for reading fiction, nonfiction, and poetry				

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	Reading	Word Analysis	Vocabulary	Response to Text
draw conclusions	39			
expand vocabulary and concept knowledge through reading			22, 23, 24, 25, 26, 27, 28	
select nonfiction text to find information				
recognize fact and opinion, main ideas and supporting details, and cause and effect in nonfiction	13, 18			1, 2
distinguish fact from opinion				1, 2
identify major points from fiction and nonfiction texts				
record main ideas and important facts using a reading guide				1, 2
use writer's signals to locate important information from texts	29, 30, 31, 32, 35			1
reread to confirm and extend understanding	4, 7, 8, 20, 27, 34, 42		17, 18, 19, 20, 21, 22	
identify the sequence of events, the time and place in which they occur, and the roles of main characters	10, 21, 36, 47			3, 5
apply knowledge of word patterns in a variety of contexts to extend knowledge of words		14, 15, 16, 17, 22, 23, 24, 25, 26		
identify examples of repeated sound and poetic effects that contribute to enjoyment				
respond to humour				
identify words that form mental images and create mood				
recall details, summarize major ideas or events, and draw conclusions	12			1, 2, 4
discuss ideas within texts				
ask critical questions				
respond to various experiences in texts in a variety of ways				
discuss meanings, ideas, and language, and relate understanding to personal experiences and other texts				6
compare traits of characters from evidence in the text	11			
compare characters, events, and texts				
support ideas by referring to evidence presented in texts				1, 2, 3, 4, 5, 6
describe similarities between experiences and traditions encountered in daily life and those portrayed in texts				
share favourite parts from texts and describe why they are favourites				

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<b>Writing</b> Saskatchewan Curriculum, 2002 Specific Outcomes	Canadian Achievement Tests, Fourth Edition (CAT-4)		
	Multiple-Choice Tests		Constructed-Response Tasks
	Writing Conventions	Spelling	Writing
write personal narratives, descriptions, letters, invitations, thank-you notes, reports, poems, directions, and recipes			2, 3, 4
write to express thoughts, information, feelings, and experiences in a variety of forms for a variety of audiences and purposes			1, 4, 5
begin to express an appreciation for how writers use language to affect their audience			
identify and use a variety of organizational patterns for prose, poetry, and dramas			4, 5
create original texts to communicate and demonstrate understanding of forms and techniques			3
use all phases of a writing process (with some guidance)			
share own and others' writing			
use self-questioning to determine personal knowledge of a topic and to identify what information is needed			
use pre-writing strategies to generate and organize ideas			
choose from a variety of forms for particular audiences and purposes			
write clear introductions and conclusions			
stay on topic			
organize ideas to make sense for self and others			1, 2, 3, 4, 5
use adjectives and adverbs to add interest and detail to compositions			1, 2, 3, 4, 5
develop and demonstrate an understanding of written language conventions including: <ul style="list-style-type: none"> <li>• use complete sentences with proper capitalization</li> <li>• spell many high frequency words correctly and use a strategy to learn new words</li> <li>• punctuate with periods, exclamation marks, question marks, and commas in series, dates, and addresses</li> </ul>			1, 2, 3, 4, 5
write legibly using correct letter formation and spacing to produce words of consistent size and shape			
use a word processing program as an alternate way to compose, revise, and present their written text (optional)			
confer with peers and teachers, consider others' ideas/suggestions, and respond to others' writing with encouraging suggestions			
revise (with assistance) to clarify and refine selected pieces of writing			
ask questions to clarify sense of text			
revise by adding detail and descriptive words for elaboration and by deleting ideas that do not belong			
revise to accommodate new ideas and information			

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	Multiple-Choice Tests		Constructed-Response Tasks
	Writing Conventions	Spelling	Writing
revise for clear introductions, understandable sequences, and conclusions	25, 26, 27, 28, 29, 30, 31		
edit for complete and incomplete sentences	16, 17		1, 2, 3, 4, 5
select from a range of word choices and use simple and compound sentence patterns to communicate ideas and information	18, 19, 20, 21, 22, 23, 24, 32, 33, 34, 35, 36		
identify correct subject-verb agreement	13, 14, 15		
when editing and proofreading, apply conventional spelling patterns using a variety of strategies and resources		1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20	
apply knowledge of punctuation and capitalization	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12		1, 2, 3, 4, 5
share writing in various ways			

# CAT-4 Match to the Saskatchewan Curriculum

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<b>Mathematics</b> Saskatchewan Curriculum Specific Expectations	<i>Canadian Achievement Tests, Fourth Edition (CAT-4)</i>		
	Multiple-Choice Tests		Constructed-Response Tasks
	Mathematics	Computation and Estimation	Math Processes
<b>Strand: Number</b>			
3.1 Say the number sequence forward and backward from 0 to 1000 by: <ul style="list-style-type: none"> <li>• 5s, 10s or 100s using any starting point</li> <li>• 3s using starting points that are multiples of 3</li> <li>• 25s using starting points that are multiples of 25</li> </ul>	7, 15		
3.2 Represent and describe numbers to 1000, correctly, pictorially and symbolically	1, 11, 37		
3.3 Compare and order numbers to 1000	4, 8, 9, 20		
3.4 Estimate quantities less than 1000 using referents			
3.5 Illustrate, concretely and pictorially, the meaning of place value for numerals to 1000	11		
3.6 Describe and apply mental mathematics strategies for adding two 2-digit numerals such as: <ul style="list-style-type: none"> <li>• Adding from left to right</li> <li>• Taking one addend to the nearest multiple of ten and then compensating</li> <li>• Using doubles</li> </ul>			
3.7 Describe and apply mental mathematics strategies for subtracting two 2-digit numerals, such as: <ul style="list-style-type: none"> <li>• Taking the subtrahend to the nearest multiple of ten and then compensating</li> <li>• Thinking of addition</li> <li>• Using doubles</li> </ul>		29	
3.8 Apply estimation strategies to predict sums and differences to two 2-digit numerals in a problem solving context	44	30, 33	
3.6 Demonstrate an understanding of addition and subtraction of numbers with answers to 1000 (limited to 1, 2, and 3-digit numerals) by: <ul style="list-style-type: none"> <li>• Using personal strategies for adding and subtracting with and without the support of manipulatives</li> <li>• Creating and solving problems in contexts that involve addition and subtraction of numbers concretely, pictorially and symbolically</li> </ul>	34	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 31.32	
3.10 Apply mental mathematics strategies and number properties, such as: <ul style="list-style-type: none"> <li>• Using doubles</li> <li>• Making 10</li> <li>• Using the commutative property</li> <li>• Using the property of zero</li> <li>• Thinking addition for subtraction to recall basic addition facts to 18 and related subtraction facts</li> </ul>			

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Mathematics Saskatchewan Curriculum Specific Expectations	Canadian Achievement Tests, Fourth Edition (CAT-4)		
	Multiple-Choice Tests		Constructed-Response Tasks
	Mathematics	Computation and Estimation	Math Processes
3.11 Demonstrate an understanding of multiplication to 5x5 by: <ul style="list-style-type: none"> <li>Representing and explaining multiplication using equal grouping and arrays</li> <li>Creating and solving problems in context that involve multiplication</li> <li>Modeling multiplication using concrete and visual representations, and recording the process symbolically</li> <li>Relating multiplication to repeated addition</li> <li>Relating multiplication to division</li> </ul>	28, 37	25, 26, 34	
3.12 Demonstrate an understanding of division by: <ul style="list-style-type: none"> <li>Representing and explaining division using equal grouping and arrays</li> <li>Creating and solving problems in context that involve sharing and equal grouping</li> <li>Modeling equal sharing and equal grouping using concrete and visual representations, and recording the process symbolically</li> <li>Relating division to repeated subtraction</li> <li>Relating division to multiplication</li> </ul>	29, 40	27, 28, 35, 36	
3.13 Demonstrate an understanding of fractions by: <ul style="list-style-type: none"> <li>Explaining that a fraction represents a part of a whole</li> <li>Describing situations in which fractions are used</li> <li>Comparing fractions of the same whole with like denominators</li> </ul>	25, 48		
Foundational Number Sense skills	3, 15		
<b>Strand: Patterns and Relations</b>			
3.1 Demonstrate an understanding of increasing patterns by: <ul style="list-style-type: none"> <li>Describing</li> <li>Extending</li> <li>Comparing</li> <li>Creating</li> </ul> Patterns using manipulatives, diagrams sounds and actions (numbers to 1000)	5, 7, 12, 14, 16, 27, 30, 36, 38, 43		
3.2 Demonstrate an understanding of decreasing patterns by: <ul style="list-style-type: none"> <li>Decreasing</li> <li>Extending</li> <li>Comparing</li> <li>Creating</li> </ul> Patterns using manipulatives diagrams, sounds and actions (numbers to 1000)	47		
3.3 Solve one-step addition and subtraction equations involving symbols representing an unknown number	33		

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	Mathematics	Computation and Estimation	Math Processes
<b>Strand: Shape and Space</b>			
3.1 Relate the passage of time to common activities using non-standard and standard units (minutes, hours, days, weeks, months, years)			
3.2 Relate the number of seconds to a minute, the number of minutes to an hour and the number of days to a month in a problem-solving context	26		
3.3 Demonstrate an understanding of measuring length (cm, m) by: <ul style="list-style-type: none"> <li>• Selecting and justifying referents for the units cm and m</li> <li>• Modeling and describing the relationship between the units cm and m</li> <li>• Estimating length using referents</li> <li>• Measuring and recording length, width and height</li> </ul>	32, 42		
3.4 Demonstrate an understanding of measuring mass (g, kg) by: <ul style="list-style-type: none"> <li>• Selecting and justifying referents for the units g and kg</li> <li>• Modeling and describing the relationship between the units g and kg</li> <li>• Estimating mass using referents</li> <li>• Measuring and recording mass</li> </ul>			
3.5 Demonstrate an understanding of perimeter of regular and irregular shapes by: <ul style="list-style-type: none"> <li>• Estimating perimeter using referents for centimeter or metre</li> <li>• Measuring and recording perimeter (cm, m)</li> <li>• Constructing different shapes for a given perimeter (cm, m) to demonstrate that many shapes are possible for a perimeter</li> </ul>			
3.6 Describe 3-D objects according to the shape of the faces, and the number of edges and vertices	24, 31, 39, 45		
3.7 Sort regular and irregular polygons, including: <ul style="list-style-type: none"> <li>• Triangles</li> <li>• Quadrilaterals</li> <li>• Pentagons</li> <li>• Hexagons</li> <li>• Octagons</li> </ul> According to the number of sides	46		
Foundational Spatial Sense skills	22, 45		
<b>Strand: Statistics and Probability</b>			
3.1 Collect first-hand data and organize it using: <ul style="list-style-type: none"> <li>• Tally marks</li> <li>• Line plots</li> <li>• Charts</li> <li>• Lists</li> </ul> To answer questions	2, 6, 13, 17, 18, 19, 21, 23		
3.2 Construct, label and interpret bar graphs to solve problems.	35, 41, 44		