

CAT-4 Match to the Saskatchewan Curriculum

Level 14 to Grade 4

Reading Saskatchewan Curriculum, 2002 Specific Outcomes	Canadian Achievement Tests, Fourth Edition (CAT-4)		
	Multiple-Choice Tests		Constructed-Response Tasks
	Reading	Vocabulary	Response to Text
activate and build upon prior knowledge and experiences			2, 5
set purposes and predict what text might be about	15, 25, 26, 47		1, 3
formulate questions to aid in finding relevant information in texts			
connect new information with prior knowledge to make sense of new ideas and experiences	8		2, 4, 5
determine main and supporting ideas using prior knowledge, predictions, connections, inferences, and visual cues	3, 4, 6, 7, 11, 13, 19, 20, 21, 29, 37, 38, 40, 41, 46		1, 3, 4
confirm or reject inferences, predictions, or conclusions based on textual information	9, 12, 16, 17, 30, 45		
check and confirm understanding by rereading	1, 5, 18, 22, 23, 34, 35		
apply cueing systems to construct meaning: pragmatic, textual, syntactic, semantic, and graphophonic	2, 10, 24, 27, 28, 32, 33, 36, 42, 44	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	
monitor for meaning during oral and silent reading			
recognize the elements and organization of traditional stories			
distinguish between cause and effect			3
recognize fact and opinion			2
begin to interpret figurative language			5
use reference materials effectively			
adjust reading rate according to purpose(s) for reading			
recognize how words and word combinations influence or convey meaning	31, 43		4, 5
identify ways in which exaggeration and other devices are used to convey humour			5
respond to and discuss meanings, ideas, and effects in a range of texts			
relate their understanding of texts to personal experiences, purposes, and other texts			6
ask critical questions			
explain own point of view and provide evidence from text and experiences	14, 39, 48		6

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	Reading	Vocabulary	Response to Text
recall, organize, and summarize information			3, 4, 6
identify similarities and differences among texts and various forms/genres			
express new concepts and understanding in own words and explain their importance			
compare information within and among texts			6

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Writing Saskatchewan Curriculum, 2002 Specific Outcomes	<i>Canadian Achievement Tests, Fourth Edition (CAT-4)</i>		
	Multiple-Choice Tests		Constructed-Response Tasks
	Writing Conventions	Spelling	Writing
use a variety of pre-writing strategies to generate and gather ideas			1, 2, 3, 4, 5
choose a form			3, 4
use organizers to develop and arrange ideas			1, 2, 3, 4, 5
organize information and ideas in logical sequences			1, 2, 3, 4, 5
focus a topic before beginning to write			
consider audience and purpose			3, 4
write clear and focused beginnings, middles, and endings			1, 2, 3, 4, 5
understand and practise paragraphing	37, 38, 39, 40		1, 2, 3, 4, 5
focus main ideas in a topic sentence	20, 21, 29, 30, 31		1, 2, 3, 4, 5
include facts and details that support main point	32, 33, 34, 35, 36		1, 2, 3, 4, 5
organize ideas in an appropriate sequence			1, 2, 3, 4, 5
begin to support statements with reasons			
use words for specific purposes	15, 16, 17, 18, 19		3
identify sources of information for reports			
create a closing paragraph that summarizes the points of the previous paragraphs			
revise draft material by adding, deleting, and rearranging ideas			
participate in developing criteria to revise compositions			
develop and demonstrate an understanding of written language conventions including: <ul style="list-style-type: none"> • indent paragraphs • use complete sentences with proper capitalization and end punctuation • combine short, related sentences • spell common words correctly and use a strategy to learn new words • use the comma in direct quotations and apostrophes to show possession; use underlining, quotation marks, or italics to identify titles 	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14	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
write legibly using correct letter formation and consistent size and spacing			1, 2, 3, 4, 5
prepare neat and organized compositions, reports, and charts that engage the intended audience(s)			
revise and proofread to improve own work			
experiment to combine sentences	26, 27, 28		1, 2, 3, 4, 5

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Writing Saskatchewan Curriculum, 2002 Specific Outcomes	<i>Canadian Achievement Tests, Fourth Edition (CAT-4)</i>		
	Multiple-Choice Tests		Constructed-Response Tasks
	Writing Conventions	Spelling	Writing
check for complete and clear sentences, interesting and precise words, correct spelling, punctuation, capitalization, appropriate usage, and legible writing/word processing	22, 23, 24, 25		1, 2, 3, 4, 5
know and apply conventional spelling patterns using a variety of strategies and resources when revising			1, 2, 3, 4, 5
share their writing in various ways			1, 2, 3, 4, 5

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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
<i>Number Strand</i>			
N4.1 Demonstrate an understanding of whole numbers to 10 000 (pictorially, physically, orally, in writing, and symbolically) by: <ul style="list-style-type: none"> representing describing comparing two numbers ordering three or more numbers. 	19, 51, 58		
N4.2 Demonstrate an understanding of addition of whole numbers with answers to 10 000 and their corresponding subtractions (limited to 3 and 4-digit numerals) by: <ul style="list-style-type: none"> using personal strategies for adding and subtracting estimating sums and differences solving problems involving addition and subtraction. 	44, 45	1, 3, 4, 5, 6, 7, 8, 11, 13, 14, 19, 22, 29	
N4.3 Demonstrate an understanding of multiplication of whole numbers (limited to numbers less than or equal to 10) by: <ul style="list-style-type: none"> applying mental mathematics strategies explaining the results of multiplying by 0 and 1 	59		
N4.4 Demonstrate an understanding of multiplication (2- or 3-digit by 1-digit) by: <ul style="list-style-type: none"> using personal strategies for multiplication, with and without concrete materials using arrays to represent multiplication connecting concrete representations to symbolic representations estimating products solving problems. 	1, 36	2, 9, 10, 12, 15, 17, 20, 23, 30, 34, 35, 36	
N4.5 Demonstrate an understanding of division (1-digit divisor and up to 2-digit dividend) to solve problems by: <ul style="list-style-type: none"> using personal strategies for dividing with and without concrete materials estimating quotients explaining the results of dividing by 1 solving problems involving division of whole numbers relating division to multiplication. 	37, 59,	21, 26, 27, 31, 32, 33	
N4.6 Demonstrate an understanding of fractions less than or equal to one by using concrete and pictorial representations to: <ul style="list-style-type: none"> name and record fractions for the parts of a whole or a set compare and order fractions model and explain that for different wholes, two identical fractions may not represent the same quantity provide examples of where fractions are used. 			

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N4.7 Demonstrate an understanding of decimal numbers in tenths and hundredths (pictorially, orally, in writing, and symbolically) by: <ul style="list-style-type: none"> describing representing relating to fractions. 	22, 24, 29, 32, 48		
N4.8 Demonstrate an understanding of addition and subtraction of decimals limited to hundredths (concretely, pictorially, and symbolically) by: <ul style="list-style-type: none"> using compatible numbers estimating sums and differences using mental math strategies solving problems. 	25, 49	16, 18, 24, 25, 28	
<i>Patterns and Relations Strand</i>			
P4.1 Demonstrate an understanding of patterns and relations by: <ul style="list-style-type: none"> identifying and describing patterns and relations in a chart, table or diagram reproducing patterns and relations in a chart, table, or diagram using manipulatives creating charts, tables, or diagrams to represent patterns and relations solving problems involving patterns and relations 	6, 10, 11, 16, 20, 26, 39, 50, 53		
P4.2 Demonstrate an understanding of equations involving symbols to represent an unknown value by: <ul style="list-style-type: none"> writing an equation to represent a problem solving one step equations. 	18, 21, 26, 56		
<i>Shape and Space Strand</i>			
SS4.1 Demonstrate an understanding of time by: <ul style="list-style-type: none"> reading and recording time using digital and analog clocks (including 24 hour clocks) reading and recording calendar dates in a variety of formats. 	43		
SS4.2 Demonstrate an understanding of area of regular and irregular 2-D shapes by: <ul style="list-style-type: none"> recognizing that area is measured in square units selecting and justifying referents for the units cm² or m² estimating area by using referents for cm² or m² determining and recording area (cm² or m²) constructing different rectangles for a given area (cm² or m²) in order to demonstrate that many different rectangles may have the same area. 	2, 5, 12, 33, 38, 41		
SS4.3 Demonstrate an understanding of rectangular and triangular prisms by: <ul style="list-style-type: none"> identifying common attributes comparing constructing models. 	3, 8, 13		

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	Mathematics	Computation and Estimation	Math Processes
SS4.4 Demonstrate an understanding of line symmetry by: <ul style="list-style-type: none"> identifying symmetrical 2-D shapes creating symmetrical 2-D shapes drawing one or more lines of symmetry in a 2-D shape. 	4, 7, 9, 15		
Foundational Spatial Sense skills	17, 23, 28, 30, 31, 40, 52, 60		
<i>Statistics and Probability Strand</i>			
SP4.1 Demonstrate an understanding of many-to-one correspondence by: <ul style="list-style-type: none"> comparing correspondences on graphs justifying the use of many-to-one correspondences interpreting data shown using a many-to-one correspondence creating bar graphs and pictographs using many-to one correspondence. 	14, 27, 34, 35, 42, 46, 47, 54, 55		