

# CAT-4 Match to the Saskatchewan Curriculum

Level 17 to Grade 7

Reading Saskatchewan Curriculum, 2008 Specific Outcomes	Canadian Achievement Tests, Fourth Edition (CAT-4)		
	Multiple-Choice Tests		Constructed-Response Tasks
	Reading	Vocabulary	Response to Text
<b>CR7.2</b> <i>Select and use appropriate strategies to construct meaning before, during, and after viewing, listening, and reading.</i>			
tap, activate, and build prior knowledge			
ask questions			
preview text			
anticipate message and author's/presenter's intent	8, 17, 20, 21, 22		
predict what text will be about			
set purpose	26, 27		
connect and construct meaning and to contemporary and historical issues and problems	29, 30		2
note key ideas and what supports them	10, 15, 23, 31, 33, 37, 38, 39, 40		1, 2
construct mental images			
make, confirm, and adjust predictions and to confirm conclusions	16		
make, confirm, and adjust inferences and draw conclusions	7, 13, 38		1, 2, 6
ask questions and self-monitor comprehension			
use cueing systems to construct meaning and self-monitor comprehension			
adjust rate and/or strategy			
recall, paraphrase, summarize, and synthesize	5, 34, 42		1, 2, 3, 4
reflect and interpret	2, 41, 45, 46		2, 3
evaluate (respond critically)			3, 4, 5, 6
evaluate craft and techniques	18		4, 5
respond personally (giving support from text)			2, 3, 4, 6
listen, read, or view again and speak, write, and represent to deepen understanding and pleasure.			
<b>CR7.3</b> <i>Use pragmatic, textual, syntactic, semantic/lexical/morphological, graphophonic, and other cues to construct and confirm meaning when viewing, listening, and reading.</i>			
<b>Pragmatic:</b> Recognize and explain function and purpose of texts including informing, persuading, narrating, and describing; recognize use of language and language register (i.e., formal, informal, colloquialism, jargon, slang); recognize author's purpose and point of view; detect use of emotional appeal or persuasive language.	9		
<b>Textual:</b> Recognize and explain how structures and features of texts can work to shape understanding including form/genre, common organizational patterns within texts (chronological, enumerative, problem/solution, cause/effect, comparison/contrast), artistic devices, elements, and text features.	1, 12, 14, 19, 35, 47, 48		5

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<b>Syntactical:</b> Recognize and comprehend sentence structures that contain a verb and its subject, closely related ideas in compound structures using conjunctions or joining words, complete sentences with a main idea and appropriate subordination and modification, varied sentence beginnings, and effective capitalization and punctuation including periods, commas, quotation marks, colons, dashes, and hyphens.	3, 11, 28	24, 25, 26, 27, 28, 29, 30	
<b>Semantic/Lexical/Morphological:</b> Recognize and comprehend words that are appropriate for audience, purpose, and context and capture a particular aspect of intended meaning; use context, prefixes, suffixes, and root words, sounds, and reference tools to determine meaning of words; recognize words used figuratively and for imagery; identify and interpret figurative language and words with multiple meanings; understand and explain “shades of meaning” in related words.	4, 6, 32	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	5
<b>Graphophonic:</b> Recognize and explain onomatopoeia, alliteration, derivatives, bases, and affixes.	43		
<b>Other Cues:</b> Recognize and comprehend non-verbal cues, physical movement, body language, gestures, and facial expressions; recognize sound, visual, and multimedia techniques characteristic of visual and multimedia texts including navigation bars, footnotes, headings, charts, and diagrams.	24, 25, 44		
<b>CR7.6</b> <i>Read and demonstrate comprehension and interpretation (including thoughtful and critical response to content and craft) of grade-appropriate texts including traditional and contemporary prose fiction, poetry, and plays from First Nations, Métis, and other cultures.</i>			
Display active reading behaviours			
Read and demonstrate comprehension and interpretation of a range of literary and information texts including short stories, novels, poetry, instructional materials, non-fiction books, articles, and reports.			
Read to complete inquiry/research using online resources, reference books, periodicals, and pamphlets. Cite sources of information.			
Read orally and silently Grade 7 appropriate texts for enjoyment and to increase fluency and expression.			
<b>CR7.7</b> <i>Read independently and demonstrate comprehension of a variety of specialized information texts including non-fiction books, grade-level instructional materials, articles, reports, reference materials, instructions, advertising and promotional materials, and websites.</i>			
<b>CR7.8</b> <i>Read Grade 7 appropriate texts to increase fluency and expression.</i>			
Read independently for a sustained period.			
Summarize major ideas presented in printed texts.			
Recognize author’s overall organization of ideas.			
Recognize the author’s use of language (formal, informal, colloquial) and significant elements and techniques and how they interact to create effects.			

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	Multiple-Choice Tests		Constructed-Response Tasks
	Reading	Vocabulary	Response to Text
Recognize author's point of view and reason for choosing it.			
Evaluate the effectiveness of a range of written texts.			
Reflect on and support personal and critical response with reference to text.			

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<b>Writing</b> Saskatchewan Curriculum, 2008 Specific Outcomes	Canadian Achievement Tests, Fourth Edition (CAT-4)		
	Multiple-Choice Tests		Constructed-Response Tasks
	Writing Conventions	Spelling	Writing
<b>CC7.1</b> <i>Create various visual, oral, written, and multimedia (including digital) texts that explore identity, social responsibility, and efficacy.</i>			
Create with clarity and correctness, and appropriate to a particular audience and purpose, a variety of expressions (oral presentations, written compositions, and other representations) that represent ideas and information about identity, social responsibility, and efficacy.			
Create representations, speeches, and writing that feature the following qualities: <ul style="list-style-type: none"> <li> <b>Message Content or Ideas (Meaning):</b> Maintains focus around a clear purpose; shows awareness of audience; provides relevant details, examples, and explanations; is accurate, complete, and uses own words; shows some individuality or originality in literary texts; contains ideas and images that create an impact.                             </li> <li> <b>Organization and Coherence (Form):</b> Introduces the topic and purpose; may provide some context; sticks to the topic; is easy to follow with related ideas grouped together (i.e., sequence is logical); uses a variety of connecting words; creates a logical ending; includes appropriate, required text features correctly constructed; uses paragraphs that have main ideas and supporting details.                             </li> <li> <b>Language Conventions (Style and Language Choices):</b> Use clear and varied language correctly; shows a sense of audience; level of formality is appropriate for purpose and audience; contains some description and variety in diction; contains a variety of sentence lengths and some varied sentence beginnings; demonstrates the use of several different conjunctions; formulates simple, compound, and complex sentences; applies the conventions of oral and written language, including very few spelling errors, correct punctuation (including use of comma, colon, dash, and hyphen); uses syntactically complete and correct sentences (avoiding run-ons and fragments), uses legible cursive handwriting and clear representations which are visually accurate and legibly and neatly presented.                             </li> </ul> Use own experiences to create personal or impromptu communications characterized by some insight and development including opinion and personal and critical responses to text. Create a variety of narrative, descriptive, expository, and persuasive oral presentations, written compositions, and other representations with some original qualities. Create a variety of visual, oral, written, and multimedia (including digital) texts including personal narratives, responses or reactions to texts, stories, reports, articles, instructions, explanations, opinions, letters, illustrations, diagrams, leaflets, stories, poems, storyboards, cartoons, and skits or short view scripts.			1, 2, 3, 4, 5

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	Multiple-Choice Tests		Constructed-Response Tasks
	Writing Conventions	Spelling	Writing
<b>CC7.3</b> <i>Select and use the appropriate strategies to communicate meaning before, during, and after speaking, writing, and other representing activities.</i>			
Progress through stages of the creating process (planning, drafting, revising, presenting) as needed.			1, 2, 3, 4, 5
consider prompt or find a topic and activate prior knowledge			4, 5
consider purpose and audience			1, 2, 3, 4, 5
consider and generate specific ideas and information that might be included			
consider and choose/adapt a possible form			
collect and focus ideas and information			
plan and organize ideas for drafting (mapping and authoring)			1, 2, 3, 4, 5
consider qualities of effective communication and the language to use			
create draft(s) and experiment with possible product(s)			
confer with others			
use language and its conventions to construct message			
reflect, clarify, self-monitor, self-correct, and use a variety of “fix-up” strategies			
acknowledge sources			
experiment with communication features and techniques			
revise for content and meaning (adding, deleting, substituting, and rethinking)			
revise for organization			
revise for sentence structure and flow			
revise for word choice, spelling, and usage			
proofread for mechanics and appearance			
confer with peers, teacher, or others			
polish, practise, and decide how work will be shared and published			
share final product, reflect, consider feedback, and celebrate learning			
<b>CC7.4</b> <i>Use pragmatic, textual, syntactical, semantic/lexical/morphological, graphophonic, and other cues to construct and to communicate meaning.</i>			
Use the conventions of language and communication to deliberately convey meaning when engaging in speaking, writing, and other forms of representing.			
Consistently apply the conventions of oral and written language and the conventions of visual and multimedia texts.			1, 2, 3, 4, 5

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Writing Saskatchewan Curriculum, 2008 Specific Outcomes	Canadian Achievement Tests, Fourth Edition (CAT-4)		
	Multiple-Choice Tests		Constructed-Response Tasks
	Writing Conventions	Spelling	Writing
<b>Pragmatic:</b> Select and use the language appropriate for specific audiences and purposes including the celebration of special events and accomplishments; use language that demonstrates respect for others; address communication to a specific audience; ensure voice/tone is appropriate to audience and text type; recognize and explain function and purpose of texts including informing, persuading, narrating, and describing; use standard Canadian English that follows accepted rules of usage; use appropriate register, tone, and usage; use standard Canadian English.			1, 2, 3, 4, 5
<b>Textual:</b> Understand and use a range of standard forms for texts including paragraphs and multi-paragraph compositions; use appropriate point of view (including third person) for purpose; use common organizational patterns within texts; craft strong leads and effective conclusions; maintain focus from beginning to end; use transition words; include covering page and list of references.	37, 38, 39, 40		1, 2, 3, 4, 5
<b>Syntactical:</b> Use clear sentence structures that contain a verb and its subject combine closely related ideas into compound structures using conjunctions or joining words; include some subordination and modification; use phrases, clauses, and a variety of qualifiers; ensure that sentences are complete, interesting, and on topic; combine sentences to form compound and complex sentences for variety, interest, and effect; ensure that the subject, pronouns, and verbs agree; ensure that the sentences use appropriate verb tense; ensure that qualifiers are not misplaced; vary sentence beginning; avoid double subjects and double negatives with verbs; use effective punctuation and capitalization including periods, commas, quotation marks, colons, dashes, and hyphens.	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		1, 2, 3, 4, 5
<b>Semantic/Lexical/Morphological:</b> Use words that are appropriate for audience, purpose, and context and capture a particular aspect of intended meaning; avoid overused and misused words; use common homonyms and commonly confused words correctly; use words figuratively and for imagery; spell most words correctly using Canadian spelling, use a variety of strategies and resources to learn the correct spelling and meaning of words.		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
<b>Graphophonic:</b> Enunciate clearly and carefully; pronounce words correctly; recognize onomatopoeia and alliteration; use basic spelling strategies, rules, and word families to spell words correctly at grade level; spell derivatives correctly by applying the spellings of bases and affixes.			

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<b>Writing</b> Saskatchewan Curriculum, 2008 Specific Outcomes	Canadian Achievement Tests, Fourth Edition (CAT-4)		
	Multiple-Choice Tests		Constructed-Response Tasks
	Writing Conventions	Spelling	Writing
<b>Other Cues:</b> Use volume and presentation techniques appropriate to audience and purpose; use appropriate gestures, physical movements, facial expressions, sounds, visuals, and multimedia aids to enhance presentation; combine print and visuals; use printing and cursive writing appropriate to purpose; write legibly with appropriate speed and control; include clear representations; underline and/or italicize names of books and periodicals; use quotation marks correctly in speech, songs, poems, and short stories.			1, 2, 3, 4, 5
<b>CC7.8</b> Write to describe a person; to narrate an imaginary incident or story; to explain and inform in a news story, a factual account, and a business letter; to persuade in a letter and in interpretation of a text.			
<b>CC7.9</b> Experiment with a variety of text forms and techniques.			
Plan and organize ideas to fit format and purpose			1, 2, 3, 4, 5
Sustain focus in a piece of writing for several pages.			
Use transition words to signal organizational pattern within compositions.			
Use appropriate point of view (including third person) when writing for particular audience and purpose.			1, 2, 3, 4, 5
Create multiple-paragraph compositions			
Create <b>narrative</b> texts as follows: <ul style="list-style-type: none"> <li>• establish a context, plot, and point of view</li> <li>• use a range of narrative devices</li> <li>• make the narrative engaging</li> <li>• develop it systematically leading to a climax or conclusion.</li> </ul>			2, 4
Create <b>expository, informational, and procedural</b> texts as follows: <ul style="list-style-type: none"> <li>• pose relevant questions to limit scope of text</li> <li>• introduce the purpose</li> <li>• develop topic with facts, details, examples, and explanations from multiple authoritative sources</li> <li>• include several paragraphs or sections organized in logical sequences</li> <li>• use transitions</li> <li>• offer conclusion(s)</li> </ul>			3, 5
Create <b>descriptive</b> texts as follows: <ul style="list-style-type: none"> <li>• present a clear and colourful picture of a person</li> <li>• include sensory details and vivid words</li> <li>• use a logical order</li> </ul>			1
Create <b>persuasive</b> texts as follows: <ul style="list-style-type: none"> <li>• explain and justify reactions and personal connections to texts viewed, heard, and read</li> <li>• make explicit and deliberate connections with previous knowledge and experiences</li> <li>• give opinions and make judgements</li> <li>• provide support by reasons, explanations, and evidence</li> <li>• support opinions with examples from text</li> <li>• develop a clear organization</li> </ul>			

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Mathematics Saskatchewan Curriculum 2009	Canadian Achievement Tests, Fourth Edition (CAT-4)		
	Multiple-Choice Tests		Constructed-Response Tasks
	Mathematics	Computation	Math Processes
<b>Number Strand</b>			
N7.1 Demonstrate an understanding of division through the development and application of divisibility strategies for 2, 3, 4, 5, 6, 8, 9, and 10, and through an analysis of division involving zero.			
N7.2 Expand and demonstrate understanding of the addition, subtraction, multiplication, and division of decimals to greater numbers of decimal places, and the order of operations.	2	1, 6, 12, 14, 20, 21, 23, 26, 30, 36	
N7.3 Demonstrate an understanding of the relationships between positive decimals, positive fractions (including mixed numbers, proper fractions and improper fractions), and whole numbers.	32, 46, 50	25, 27	
N7.4 Expand and demonstrate an understanding of percent to include fractional percents between 1% and 100%.	1, 36, 55, 60	8, 22, 29, 31, 32	
N7.5 Develop and demonstrate an understanding of adding and subtracting positive fractions and mixed numbers, with like and unlike denominators, concretely, pictorially, and symbolically (limited to positive sums and differences).			
N7.6 Demonstrate an understanding of addition and subtraction of integers, concretely, pictorially, and symbolically.	15	17, 18, 28, 34	
Foundational Skills			
Operations and problem solving with whole numbers	13, 34, 43, 44	2, 3, 4, 5, 7, 9, 10, 11, 13, 15, 16, 19, 24, 33, 35	
<b>Strand: Patterns and Relations</b>			
7.PR.1. Demonstrate an understanding of oral and written patterns and their equivalent relations.	3, 6, 7, 17		
P7.2 Demonstrate an understanding of equations and expressions by: <ul style="list-style-type: none"> <li>distinguishing between equations and expressions</li> <li>evaluating expressions</li> <li>verifying solutions to equations.</li> </ul>	5, 8, 23, 25, 28		
P7.3 Demonstrate an understanding of one and two-step linear equations of the form $ax + b = c$ (where $a, b, c,$ and $d$ are whole numbers, $c < d$ and $b \neq 0$ ) by modeling the solution of the equations concretely, pictorially, physically, and symbolically and explaining the solution in terms of the preservation of equality.	22		
P7.4 Demonstrate an understanding of linear equations of the form $x + a = b$ (where $a$ and $b$ are integers) by modeling problems as a linear equation and solving the problems concretely, pictorially, and symbolically.			

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Mathematics Saskatchewan Curriculum 2009	Canadian Achievement Tests, Fourth Edition (CAT-4)		
	Multiple-Choice Tests		Constructed-Response Tasks
	Mathematics	Computation	Math Processes
<b>Strand: Shape and Space</b>			
SS7.1 Demonstrate an understanding of circles including circumference and central angles.			
SS7.2 Develop and apply formulas for determining the area of: <ul style="list-style-type: none"> <li>• triangles</li> <li>• parallelograms</li> <li>• circles.</li> </ul>	29, 30, 33, 35, 40, 51, 57, 58, 59		
SS7.3 Demonstrate an understanding of 2-D relationships involving lines and angles.	16, 42		
SS7.4 Demonstrate an understanding of the Cartesian plane and ordered pairs with integral coordinates.	4, 39		
SS7.5 Expand and demonstrate an understanding of transformations (translations, rotations, and reflections) of 2-D shapes in all four quadrants of the Cartesian plane.	20, 24		
<b>Foundational Skills</b>			
Demonstrate an understanding of 2-D shapes	11, 41, 52, 56		
Demonstrate an understanding of 3-D figures	12, 18, 19, 27, 31, 38, 45		
<b>Strand: Statistics and Probability</b>			
SP7.1 Demonstrate an understanding of the measures of central tendency and range for sets of data.	9, 10, 37, 53		
SP7.2 Demonstrate an understanding of circle graphs.	21, 49		
SP7.3 Demonstrate an understanding of theoretical and experimental probabilities for two independent events where the combined sample space has 36 or fewer elements.	21, 49		
<b>Foundational Skills</b>			
Analyze and Interpret data presented in tables and graphs	14, 26, 47, 48, 54		