

# CAT-4 Match to the Saskatchewan Curriculum

Level 10 to Grade Senior Kindergarten

Reading/Writing 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
Incorporate songs, games, rhymes, chants, poems, and stories into daily classroom activities to acquaint students with various sentence structures, phrases, and vocabulary.				
Ensure access to audio recordings of stories, songs, rhymes, and poetry.				
Collaboratively compose and display adaptations to familiar songs and verses.				
Read to children daily. Reread favourite books. Read teacher-selected resources as well as selections chosen by students.				
Encourage students to share thoughts and images evoked by literature.				
Provide frequent opportunities for students to browse through print resources and to discuss selections with others.				
Provide opportunities for students to interpret, clarify, and demonstrate their understanding of literary selections through dramatizations, role playing, art, music, movement, and written and oral language.	P5 6 P6 1 P7 4 P8 1			
Model and encourage acceptance of, and respect for, individual expression and opinions.				
Relate events, characters, illustrations, and information from resources to what students have read, heard, or observed elsewhere.	P7 5 P10 2			
Share a variety of selections with students. Include concept books, pattern books, wordless picture books, nonfiction, poetry, folktales, fables, and oral literature.				
Participate in shared reading of big books, charts, and co-operative class stories				
Connect own experiences with print and pictures	P7 6 P8 2 P15 3			
Anticipate that stories and informational texts will have meaning				
Begin to predict what text is about during shared reading	P6 2 P11 3 P12 1			
Use growing awareness of text cues such as sense of story, sentence pattern, and familiar words to construct meaning	P9 3 P11 4 P18 1, 2, 3			
Demonstrate reading-like behaviours and book handling skills				

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	Reading	Word Analysis	Vocabulary	Response to Text
Recognize signs, symbols, and print in the environment	P4 1, 2, 3 P5 4 P6 3 P17 6 P19 4 P20 2			
Recognize own name in print				
Recognize that print and pictures are related	P9 4 P10 1 P12 2 P13 3 P14 1 P15 2			
Explore the alphabet, and letter names and shapes		P30 2 P31 3, 4 P32 1, 2 P33 3		
Know some letters and a few words by sight	P16 1, 2, 3 P17 5	P27 2, 3 P28 1, 2 P29 3, 4		
Begin to track print with finger and eyes				
Recognize some letters and words	P17 4 P19 5, 6 P20 1	P34 2 P35 3, 4 P36 1, 2 P37 3		
Contribute ideas for experience chart stories, class books, captions, and titles				
Contribute to collaboratively written communication such as messages, letters, and notes				
Experiment with drawing, scribbling, letters, and temporary spelling				
Share drawing and own or scribed writing with others by explaining message and meaning				
Begin to develop an understanding of written language conventions including to: <ul style="list-style-type: none"> <li>• develop a sense of sentence</li> <li>• demonstrate curiosity about visual features of letters and familiar words</li> <li>• use some sound-letter correspondence in writing</li> <li>• print own name and copy environmental print and familiar words</li> <li>• recognize capital letters and periods in print texts</li> </ul>		P24 1, 2, 3, 4 P25 5, 6		
Explore the alphabet, and letter names and shapes				
Make letter-like shapes or actual letters and numbers				

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<b>Mathematics</b> Saskatchewan Curriculum, 2007 Specific Expectations	Canadian Achievement Tests, Fourth Edition (CAT-4)		
	Multiple-Choice Tests		Constructed-Response Tasks
	Mathematics	Computation and Estimation	Math Processes
<b>Number Sense</b>			
NK.1 Say the whole number sequence by 1 starting anywhere from 0-10 and from 10-0.	P43 4 P49 3, 4, 5		
NK. 2 Recognize at a glance, and name familiar arrangements of 1 to 5 objects, dots, or pictures.			
NK.3 Relate a numeral, 0-10 to its respective quantity.	P40 1 P45 4 P46 1 P50 2 P54 3		
NK. 4 Represent the portioning of whole numbers (1 to 10) concretely and pictorially.			
NK.5 Compare quantities, 0 to 10, using one-to-one correspondence	P41 3 P44 3 P56 1		
<b>Patterns and Relations</b>			
PK. 1 Demonstrate an understanding of repeating pattern (two by three elements) by: <ul style="list-style-type: none"> <li>• Identifying</li> <li>• Reproducing</li> <li>• Extending</li> <li>• Creating</li> </ul> Patterns using manipulatives, sounds and actions.	P46 2 P51 3 P53 4		
<b>Shape and Space</b>			
SSK. 1 Use direct comparison to compare two objects based on a single attribute, such as <ul style="list-style-type: none"> <li>• Length, including height</li> <li>• Mass</li> <li>• Volume</li> <li>• Capacity.</li> </ul>	P41 2 P42 1, 2 P43 3 P44 1 P47 3 P48 2 P50 1 P52 1 P54 1, 2 P55 4 P56 2		
SSK. 2 Sort 3-D objects using a single attribute			
SSK. 3 Build and describe 3-D objects	P43 5 P52 2		