

CAT-4 Match to the Alberta Curriculum

Level 11 to Grade 1

Reading Alberta Curriculum, 2000 Specific Outcomes	Canadian Achievement Tests, Fourth Edition (CAT-4)			
	Multiple-Choice Tests			Constructed-Response Tasks
	Reading	Word Analysis	Vocabulary	Response to Text
General Outcome 1 — <i>Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences.</i>				
1.1 Discover and Explore				
Express ideas and develop understanding <ul style="list-style-type: none"> share personal experiences that are clearly related to oral, print and other media texts talk with others about something recently learned make observations about activities, experiences with oral, print and other media texts 				1, 2, 4, 5, 6
Experiment with language and forms <ul style="list-style-type: none"> experiment with different ways of exploring and developing stories, ideas and experiences 				
Express preferences <ul style="list-style-type: none"> express preferences for a variety of oral, print and other media texts 				
Set goals <ul style="list-style-type: none"> choose to read and write for and with others 				
1.2 Clarify and Extend				
Consider the ideas of others <ul style="list-style-type: none"> listen and respond appropriately to experiences and feelings shared by others 				
Combine ideas <ul style="list-style-type: none"> group ideas and information into categories determined by an adult 				
Extend understanding <ul style="list-style-type: none"> ask questions to get additional ideas and information on topics of interest 				
General Outcome 2 — <i>Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.</i>				
2.1 Use Strategies and Cues				
Use prior knowledge <ul style="list-style-type: none"> use knowledge of how oral language is used in a variety of contexts to construct and confirm meaning use previous experience and knowledge of oral language to make connections to the meaning of oral, print and other media texts use knowledge of context, pictures, letters, words, sentences, predictable patterns and rhymes in a variety of oral, print and other media texts to construct and confirm meaning use knowledge of print, pictures, book covers and title pages to construct and confirm meaning 	P5 3, 4 P12 8 P14 1 P15 4, 6 P19 9 P20 3, 4		P30 2, 3, 4, 5 P31 6, 7, 8, 9, 10, 11 P32 12, 13	1, 3, 4, 5

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Use comprehension strategies <ul style="list-style-type: none"> • use language prediction skills to identify unknown words within the context of a sentence • use a variety of strategies, such as making predictions, rereading and reading on • talk about print or other media texts previously read or viewed • identify the main idea or topic of simple narrative and expository texts • identify by sight some familiar words from favourite print texts • identify high frequency words by sight • read aloud with some fluency and accuracy, after rehearsal • self-correct when reading does not make sense, using cues such as pictures, context, phonics, grammatical awareness and background knowledge 	P5 1, 2 P8 2, 3 P9 9 P11 5 P12 6 P15 5 P16 1 P17 3, 4, 6 P18 1, 2, 3 P19 3, 8 P20 2, 5		P28 2, 3, 4, 5, 6, 7, 8 P29 9, 10, 11, 12, 13	2, 3, 5, 6
Use textual cues <ul style="list-style-type: none"> • preview book cover, pictures and location of text to assist with constructing and confirming meaning • use word boundaries, capital letters, periods, question marks and exclamation marks to assist with constructing and confirming meaning during oral and silent reading 	P7 1 P12 7 P15 3 P17 5 P19 5, 6, 7 P20 1			1, 2, 4
Use phonics and structural analysis <ul style="list-style-type: none"> • segment and blend sounds in words spoken or heard • use phonic knowledge and skills to read unfamiliar words in context • use analogy to generate and read phonically regular word families • associate sounds with letters and some letter clusters 	P14 2 P16 2 P19 4	P23 2, 3, 4, 5 P24 2, 3, 4, 5 P25 2, 3, 4, 5, 6, 7, 8 P27 9, 10, 11, 12, 13		
Use references <ul style="list-style-type: none"> • use a displayed alphabet as an aid when writing • use personal word books, print texts and environmental print to assist with writing • name and match the upper and lower case forms of letters 				
2.2 Respond to Texts				
Experience various texts <ul style="list-style-type: none"> • participate in shared listening, reading and viewing experiences, using oral, print and other media texts from a variety of cultural traditions and genres, such as poems, storytelling by elders, pattern books, audiotapes, stories and cartoons • illustrate and enact stories, rhymes and songs • remember and retell familiar stories and rhymes 				

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Construct meaning from texts <ul style="list-style-type: none"> relate aspects of stories and characters to personal feelings and experiences retell interesting or important aspects of oral, print and other media texts tell or represent the beginning, middle and end of stories tell, represent or write about experiences similar or related to those in oral, print and other media texts tell what was liked or disliked about oral, print and other media texts 	P13 9			1, 2, 3, 6
Appreciate the artistry of texts <ul style="list-style-type: none"> identify how words can imitate sounds and create special effects experiment with repetition, rhyme and rhythm to create effects in own oral, print and other media texts 				
2.3 Understand Forms, Elements and Techniques				
Understand forms and genres <ul style="list-style-type: none"> distinguish differences in the ways various oral, print and other media texts are organized identify various forms of media texts 				
Understand techniques and elements <ul style="list-style-type: none"> know that stories have beginnings, middles and endings tell what characters do or what happens to them in a variety of oral, print and other media texts 	P13 10			3, 5
Experiment with language <ul style="list-style-type: none"> demonstrate interest in repetition, rhyme and rhythm in shared language experiences, such as action songs and word play 				
2.4 Create Original Text				
Generate ideas <ul style="list-style-type: none"> generate and contribute ideas for individual or group oral, print and other media texts 				
Elaborate on the expression of ideas <ul style="list-style-type: none"> change, extend or complete rhymes, rhythms and sounds in pattern stories, poems, nursery rhymes and other oral, print and other media texts 				
Structure texts <ul style="list-style-type: none"> write, represent and tell brief narratives about own ideas and experiences recall and retell or represent favourite stories 				

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	Multiple-Choice Tests			Constructed-Response Tasks
	Reading	Word Analysis	Vocabulary	Response to Text
General Outcome 3 — <i>Students will listen, speak, read, write, view and represent to manage ideas and information.</i>				
3.1 Plan and Focus				
Focus attention <ul style="list-style-type: none"> explore and share own ideas on topics of discussion and study connect information from oral, print and other media texts to topics of study 				
Determine information needs <ul style="list-style-type: none"> ask and answer questions to satisfy information needs on a specific topic 				
Plan to gather information <ul style="list-style-type: none"> follow spoken directions for gathering ideas and information 				
3.2 Select and Process				
Use a variety of sources <ul style="list-style-type: none"> find information on a topic, using a variety of sources, such as picture books, concept books, people and field trips 				
Access information <ul style="list-style-type: none"> use text features, such as illustrations, titles and opening shots in video programs, to access information use questions to find specific information in oral, print and other media texts understand that library materials are organized systematically 				1, 2, 4
Evaluate sources <ul style="list-style-type: none"> match information to research needs 				
3.3 Organize, Record and Evaluate				
Organize information <ul style="list-style-type: none"> identify or categorize information according to sequence, or similarities and differences list related ideas and information on a topic, and make statements to accompany pictures 				
Record information <ul style="list-style-type: none"> represent and explain key facts and ideas in own words 				
Evaluate information <ul style="list-style-type: none"> recognize and use gathered information to communicate new learning 				
3.4 Share and Review				
Share ideas and information <ul style="list-style-type: none"> share ideas and information from oral, print and other media texts with familiar audiences answer questions directly related to texts 				
Review research process <ul style="list-style-type: none"> talk about information gathering experiences by describing what was interesting, valuable or helpful 				

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	Multiple-Choice Tests		Constructed-Response Tasks
	Writing Conventions	Spelling	Writing
General Outcome 3— <i>Students will listen, speak, read, write, view and represent to manage ideas and information.</i>			
3.1 Plan and Focus			
Focus attention <ul style="list-style-type: none"> explore and share own ideas on topics of discussion and study connect information from oral, print and other media texts to topics of study 			2, 4, 5
Determine information needs <ul style="list-style-type: none"> ask and answer questions to satisfy information needs on a specific topic 			1, 2, 3, 4, 5
Plan to gather information <ul style="list-style-type: none"> follow spoken directions for gathering ideas and information 			3, 5
3.2 Select and Process			
Use a variety of sources <ul style="list-style-type: none"> find information on a topic, using a variety of sources, such as picture books, concept books, people and field trips 			
Access information <ul style="list-style-type: none"> use text features, such as illustrations, titles and opening shots in video programs, to access information use questions to find specific information in oral, print and other media texts understand that library materials are organized systematically 			
Evaluate sources <ul style="list-style-type: none"> match information to research needs 			
3.3 Organize, Record and Evaluate			
Organize information <ul style="list-style-type: none"> identify or categorize information according to sequence, or similarities and differences list related ideas and information on a topic, and make statements to accompany pictures 			1, 2, 3, 4, 5
Record information <ul style="list-style-type: none"> represent and explain key facts and ideas in own words 			2, 3, 4, 5
Evaluate information <ul style="list-style-type: none"> recognize and use gathered information to communicate new learning 			1, 4
3.4 Share and Review			
Share ideas and information <ul style="list-style-type: none"> share ideas and information from oral, print and other media texts with familiar audiences answer questions directly related to texts 			
Review research process <ul style="list-style-type: none"> talk about information gathering experiences by describing what was interesting, valuable or helpful 			3, 4

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	Writing Conventions	Spelling	Writing
General Outcome 4— <i>Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.</i>			
4.1 Enhance and Improve			
Appraise own and others' work <ul style="list-style-type: none"> ask or respond to questions or comments related to the content of own or others' pictures, stories or talk 			
Revise and edit <ul style="list-style-type: none"> rephrase by adding or deleting words, ideas or information to make better sense check for obvious spelling errors and missing words 			1, 2, 3, 4, 5
Enhance legibility <ul style="list-style-type: none"> print letters legibly from left to right, using lines on a page as a guide use appropriate spacing between letters in words and between words in sentences explore and use the keyboard to produce text 			
Expand knowledge of language <ul style="list-style-type: none"> identify and use an increasing number of words and phrases related to personal interests and topics of study experiment with letters, sounds, words and word patterns to learn new words 			1, 2, 3, 4, 5
Enhance artistry <ul style="list-style-type: none"> use words and pictures to add sensory detail in oral, print and other media texts 			5
4.2 Attend to Conventions			
Attend to grammar and usage <ul style="list-style-type: none"> speak in complete statements, as appropriate write simple statements, demonstrating awareness of capital letters and periods 			1, 2, 3, 4, 5
Attend to spelling <ul style="list-style-type: none"> use knowledge of consonant and short vowel sounds to spell phonically regular one syllable words in own writing spell phonically irregular high frequency words in own writing use phonic knowledge and skills and visual memory to attempt spelling of words needed for writing know that words have conventionally accepted spellings 		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
Attend to capitalization and punctuation <ul style="list-style-type: none"> capitalize the first letter of names and the pronoun "I" in own writing identify periods, exclamation marks and question marks when reading, and use them to assist comprehension 			1, 2, 3, 4, 5

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	Writing Conventions	Spelling	Writing
4.3 Present and Share			
Present information • present ideas and information to a familiar audience, and respond to questions			
Enhance presentation • add such details as labels, captions and pictures to oral, print and other media texts			
Use effective oral and visual communication • speak in a clear voice, with appropriate volume, to an audience			
Demonstrate attentive listening and viewing • ask questions to clarify information • be attentive and show interest during listening or viewing activities			
General Outcome 5— <i>Students will listen, speak, read, write, view and represent to respect, support and collaborate with others.</i>			
5.1 Respect others and strengthen community			
Appreciate diversity • share personal experiences and family traditions related to oral, print and other media texts			
Relate texts to culture • talk about other times, places and people after exploring oral, print and other media texts from various communities			
Celebrate accomplishments and events • share ideas and experiences through conversation, puppet plays, dramatic scenes and songs to celebrate individual and class accomplishments			
Use language to show respect • use appropriate words, phrases and sentences to ask questions, to seek and give assistance, and to take turns			
5.2 Work within a group			
Cooperate with others • work in partnerships and groups • help others and ask others for help			
Work in groups • ask questions and contribute ideas related to class investigations on topics of interest • take turns sharing ideas and information			
Evaluate group process • recognize personal contributions to group process			

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Mathematics Alberta 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
Strand: Number General Outcome: Develop number sense.			
1. Say the number sequence 0 to 100 by: <ul style="list-style-type: none"> 1s forward between any two given numbers 1s backward from 20 to 0 2s forward from 0 to 20 5s and 10s forward from 0 to 100. 	P36 3 P36 4 P39 10 P45 9 P46 10 P56 5 P56 6		
2. Subitize (recognize at a glance) and name familiar arrangements of 1 to 10 objects or dots.			
3. Demonstrate an understanding of counting by: <ul style="list-style-type: none"> indicating that the last number said identifies “how many” showing that any set has only one count using the counting-on strategy using parts or equal groups to count sets. 	P42 1 P42 2 P44 6 P49 3		
4. Represent and describe numbers to 20, concretely, pictorially and symbolically.	P36 1 P36 2 P41 14 P46 12 P50 4 P51 6		
5. Compare sets containing up to 20 elements, using: <ul style="list-style-type: none"> referents one-to-one correspondence to solve problems. 		P64 6	
6. Estimate quantities to 20 by using referents		P63 3 P64 6 P65 7, 9	
7. Demonstrate an understanding of conservation of number		P64 6	
8. Identify the number, up to 20, that is: one more, two more, one less, two less than a given number.			
9. Demonstrate an understanding of addition of numbers with answers to 20 and their corresponding subtraction facts, concretely, pictorially and symbolically, by: <ul style="list-style-type: none"> using familiar mathematical language to describe additive and subtractive actions creating and solving problems in context that involve addition and subtraction modelling addition and subtraction, using a variety of concrete and visual representations, and recording the process symbolically 	P37 5 P40 12 P41 13 P45 7 P53 9, 10 P55 3 P56 4 P57 8	P58 2 P58 3 P58 4 P58 5 P58 6 P58 7 P58 8 P59 9 P59 10 P59 11 P59 12 P60 2 P60 2 P60 3 P60 4 P60 5 P60 6 P60 7 P61 8 P61 9 P61 10 P61 11 P61 12 P61 13 P62 1 P62 2 P63 4 P63 5 P65 8 P64 11	

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	Multiple-Choice Tests		Constructed-Response Tasks
	Mathematics	Computation and Estimation	Math Processes
10. Describe and use mental mathematics strategies (memorization not intended), such as: <ul style="list-style-type: none"> counting on and counting back making 10 using doubles thinking addition for subtraction for basic addition facts and related subtraction facts to 18 	P50 5	P65 9, P65 10 P65 12	
Strand: Patterns and Relations (Patterns) General Outcome: <i>Use patterns to describe the world and to solve problems.</i>			
1. Demonstrate an understanding of repeating patterns (two to four elements) by: <ul style="list-style-type: none"> describing, reproducing, extending, creating patterns using manipulatives, diagrams, ... 	P44 5 P46 10 P47 14 P48 2 P52 7, 8 P54 2 P56 5, 6 P57 7 P57 9		
2. Translate repeating patterns from one representation to another	P38 7		
3. Sort objects, using one attribute, and explain the sorting rule			
4. Describe equality as a balance and inequality as an imbalance, concretely and pictorially (0 to 20).			
5. Record equalities, using the equal symbol			
Strand: Shape and Space (Measurement) General Outcome: <i>Use direct and indirect measurement to solve problems.</i>			
1. Demonstrate an understanding of measurement as a process of comparing by: <ul style="list-style-type: none"> identifying attributes that can be compared ordering objects making statements of comparison filling, covering or matching 	P37 6 P43 3		
Strand: Shape and Space (3-D Objects and 2-D Shapes) General Outcome: <i>Describe the characteristics of 3-D objects and 2-D shapes, and analyze the relationships among them.</i>			
2. Sort 3-D objects and 2-D shapes, using one attribute, and explain the sorting rule.	P40 11 P45 8		
3. Replicate composite 2-D shapes and 3-D objects.	P44 4 P47 13 P48 1 P50 5		
4. Compare 2-D shapes to parts of 3-D objects in the environment			