

CAT-4 Match to the Alberta Curriculum

Level 12 to Grade 2

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
<i>General Outcome 1—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"> contribute relevant ideas and information from personal experiences to group language activities talk about how new ideas and information have changed previous understanding express or represent ideas and feelings resulting from activities or experiences with oral, print and other media texts 	P24	7			1, 3, 6
Experiment with language and forms <ul style="list-style-type: none"> use a variety of forms of oral, print and other media texts to organize and give meaning to experiences, ideas and information 					
Express preferences <ul style="list-style-type: none"> explain why particular oral, print or other media texts are personal favourites 					
Set goals <ul style="list-style-type: none"> recognize and talk about developing abilities as readers, writers and illustrators 					
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 					1, 3, 6
Combine ideas <ul style="list-style-type: none"> record ideas and information in ways that make sense 					2, 3, 4, 5
Extend understanding <ul style="list-style-type: none"> find more information about new ideas and topics 					
<i>General Outcome 2—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 and written language is used in a variety of contexts to construct and confirm meaning connect personal experiences and knowledge of words, sentences and story patterns from previous reading experiences to construct and confirm meaning use knowledge of the organizational structures of print and stories, such as book covers, titles, pictures and typical beginnings, to construct and confirm meaning 	P5	4			
	P7	1			
	P9	5, 7			
	P11	3		P35	1, 2, 3, 4
	P14	6		P36	5, 6, 7, 8, 9, 10
	P16	2		P37	11, 12
	P17	3			
	P20	6			
	P23	4			
					1, 2, 4, 5

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Use comprehension strategies <ul style="list-style-type: none"> • use knowledge of oral language to predict words when reading stories and poems • apply a variety of strategies, such as asking questions, making predictions, recognizing relationships among story elements and drawing conclusions • identify the main idea or topic and supporting details of simple narrative and expository texts • identify by sight an increasing number of high frequency words and familiar words from favourite books • read aloud with fluency, accuracy and expression • figure out, predict and monitor the meaning of unfamiliar words to make sense of reading, using cues such as pictures, context, phonics, grammatical awareness and background knowledge 	P4 2 P5 3 P8 4 P11 2, 4 P13 1 P19 5 P21 8 P23 1, 2, 3 P24 1			3, 4, 5, 6
Use textual cues <ul style="list-style-type: none"> • preview book covers and titles; look for familiar words, phrases and story patterns to assist with constructing and confirming meaning • use predictable phrases and sentence patterns, and attend to capital letters, periods, question marks and exclamation marks to read accurately, fluently and with comprehension during oral and silent reading 	P4 1 P8 3 P13 4 P16 1 P18 4 P24 9			
Use phonics and structural analysis <ul style="list-style-type: none"> • apply phonic rules and generalizations to read unfamiliar words in context • apply knowledge of long and short vowel sounds to read unfamiliar words in context • use knowledge of word parts, contractions and compound words to read unfamiliar words in context • associate sounds with some vowel combinations, consonant blends and digraphs, and letter clusters to read unfamiliar words in context 	P5 5 P7 2 P10 1	P26 1, 2, 3 P27 1, 2, 3, 4, 5, 6, 7, 8 P28 9, 10, 11, 12 P29 1, 2, 3, 4, 5, 6 P30 1, 2, 3, 4, 5 P31 1, 2, 3, 4		
Use references <ul style="list-style-type: none"> • put words in alphabetical order by first letter • use dictionaries and personal word books to confirm the spellings or locate the meanings of unfamiliar words in oral, print and other media texts 				
2.2 Respond to Texts				
Experience various texts <ul style="list-style-type: none"> • engage in a variety of shared and independent listening, reading and viewing experiences, using oral, print and other media texts from a variety of cultural traditions and genres, such as legends, video programs, puppet plays, songs, riddles and informational texts • identify favourite kinds of oral, print and other media texts • model own oral, print and other media texts on familiar forms • respond to mood established in a variety of oral, print and other media texts 				2, 3

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	Reading	Word Analysis	Vocabulary	Response to Text
Construct meaning from texts <ul style="list-style-type: none"> connect situations portrayed in oral, print and other media texts to personal and classroom experiences retell the events portrayed in oral, print and other media texts in sequence suggest alternative endings for oral, print and other media texts discuss, represent or write about interesting or important aspects of oral, print and other media texts express thoughts or feelings related to the events and characters in oral, print and other media texts 	P14 5			1, 4, 5, 6
Appreciate the artistry of texts <ul style="list-style-type: none"> identify and use words and sentences that have particular emotional effects identify words in oral, print and other media texts that create clear pictures or impressions of sounds and sights 	P13 2, 3 P14 7 P20 7 P24 8		P32 1, 2, 3, 4, 5 P33 6, 7, 8, 9, 10, 11, 12 P34 13, 14, 15, 16, 17, 18	
2.3 Understand Forms, Elements and Techniques				
Understand forms and genres <ul style="list-style-type: none"> recognize that ideas and information can be expressed in a variety of oral, print and other media texts identify and explain the use of various communication technologies 				2, 3, 4, 5
Understand techniques and elements <ul style="list-style-type: none"> identify main characters, places and events in a variety of oral, print and other media texts identify how pictures, illustrations and special fonts relate to and enhance print and other media texts 	P9 6			2, 3, 4, 5, 6
Experiment with language <ul style="list-style-type: none"> demonstrate interest in the sounds of words and word combinations in pattern books, poems, songs, and oral and visual presentations 				
2.4 Create Original Text				
Generate ideas <ul style="list-style-type: none"> use own and respond to others' ideas to create oral, print and other media texts 				1, 5, 6
Elaborate on the expression of ideas <ul style="list-style-type: none"> add descriptive words to elaborate on ideas and create particular effects in oral, print and other media texts 				
Structure texts <ul style="list-style-type: none"> create narratives that have beginnings, middles and ends; settings; and main characters that perform actions use traditional story beginnings, patterns and stock characters in own oral, print and other media texts 				5

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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"> relate personal knowledge to ideas and information in oral, print and other media texts ask questions to determine the main idea of oral, print and other media texts 	P23 5			1, 3, 6
Determine information needs <ul style="list-style-type: none"> ask questions to focus on particular aspects of topics for own investigations 				1, 2, 3, 4, 5, 6
Plan to gather information <ul style="list-style-type: none"> recall and follow directions for accessing and 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 simple chapter books, multimedia resources, computers and elders in the community 				
Access information <ul style="list-style-type: none"> use text features, such as table of contents, key words, captions and hot links, to access information use given categories and specific questions to find information in oral, print and other media texts use the library organizational system to locate information 				
Evaluate sources <ul style="list-style-type: none"> recognize when information answers the questions asked 				
3.3 Organize, Record and Evaluate				
Organize information <ul style="list-style-type: none"> categorize related ideas and information, using a variety of strategies, such as finding significant details and sequencing events in logical order produce oral, print and other media texts with introductions, middles and conclusions 				1, 3, 4, 5
Record information <ul style="list-style-type: none"> record key facts and ideas in own words; identify titles and authors of sources 				
Evaluate information <ul style="list-style-type: none"> examine gathered information to decide what information to share or omit 				1, 2, 3, 4, 5, 6
3.4 Share and Review				
Share ideas and information <ul style="list-style-type: none"> share, with familiar audiences, ideas and information on topics clarify information by responding to questions 				1, 2, 3, 4, 5, 6
Review research process <ul style="list-style-type: none"> answer questions, such as “What did I do that worked well?” to reflect on research experiences 				

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Writing Alberta Curriculum, 2000 Specific Outcomes	Canadian Achievement Tests, Fourth Edition (CAT-4)		
	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"> relate personal knowledge to ideas and information in oral, print and other media texts ask questions to determine the main idea of oral, print and other media texts 			1, 2
Determine information needs <ul style="list-style-type: none"> ask questions to focus on particular aspects of topics for own investigations 			
Plan to gather information <ul style="list-style-type: none"> recall and follow directions for accessing and 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 simple chapter books, multimedia resources, computers and elders in the community 			
Access information <ul style="list-style-type: none"> use text features, such as table of contents, key words, captions and hot links, to access information use given categories and specific questions to find information in oral, print and other media texts use the library organizational system to locate information 			
Evaluate sources <ul style="list-style-type: none"> recognize when information answers the questions asked 			1, 2, 3, 4, 5
3.3 Organize, Record and Evaluate			
Organize information <ul style="list-style-type: none"> categorize related ideas and information, using a variety of strategies, such as finding significant details and sequencing events in logical order produce oral, print and other media texts with introductions, middles and conclusions 			1, 2, 3, 4, 5
Record information <ul style="list-style-type: none"> record key facts and ideas in own words; identify titles and authors of sources 			
Evaluate information <ul style="list-style-type: none"> examine gathered information to decide what information to share or omit 			
3.4 Share and Review			
Share ideas and information <ul style="list-style-type: none"> share, with familiar audiences, ideas and information on topics clarify information by responding to questions 			

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Writing Alberta Curriculum, 2000 Specific Outcomes	<i>Canadian Achievement Tests, Fourth Edition (CAT-4)</i>		
	Multiple-Choice Tests		Constructed-Response Tasks
	Writing Conventions	Spelling	Writing
Review research process <ul style="list-style-type: none"> answer questions, such as “What did I do that worked well?” to reflect on research experiences 			
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"> identify features that make own or peers’ oral, print or other media texts interesting or appealing 			
Revise and edit <ul style="list-style-type: none"> revise words and sentences to improve sequence or add missing information check for capital letters, punctuation at the end of sentences and errors in spelling 			1, 2, 3, 4, 5
Enhance legibility <ul style="list-style-type: none"> print legibly and efficiently, forming letters of consistent size and shape, and spacing words appropriately use margins and spacing appropriately explore and use the keyboard to compose and revise text 			
Expand knowledge of language <ul style="list-style-type: none"> develop categories of words associated with experiences and topics of interest use knowledge of word patterns, word combinations and parts of words to learn new words 			
Enhance artistry <ul style="list-style-type: none"> choose words, language patterns, illustrations or sounds to create a variety of effects in oral, print and other media texts 			1, 2, 3, 4, 5
4.2 Attend to Conventions			
Attend to grammar and usage <ul style="list-style-type: none"> write complete sentences, using capital letters and periods use connecting words to join related ideas in a sentence identify nouns and verbs, and use in own writing identify adjectives and adverbs that add interest and detail to stories 	P43 1, 2, 3 P44 1, 2, 3 P45 1, 2, 3, 4 P46 5, 6, 7, 8, 9		1, 2, 3, 4, 5
Attend to spelling <ul style="list-style-type: none"> use phonic knowledge and skills and visual memory to spell words of more than one syllable, high frequency irregular words and regular plurals in own writing use phonic knowledge and skills and visual memory to attempt spelling of unfamiliar words in own writing use the conventional spelling of common words necessary for the efficient communication of ideas in writing 		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

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	Multiple-Choice Tests		Constructed-Response Tasks
	Writing Conventions	Spelling	Writing
Attend to capitalization and punctuation <ul style="list-style-type: none"> use capital letters for proper nouns and at the beginning of sentences in own writing use periods and question marks, appropriately, as end punctuation in own writing use commas after greetings and closures in friendly letters and to separate words in a series in own writing identify commas and apostrophes when reading, and use them to assist comprehension 	P40 1, 2, 3, 4, 5, 6 P41 7, 8, 9, 10, 11 P42 12, 13, 14, 15		1, 2, 3, 4, 5
4.3 Present and Share			
Present information <ul style="list-style-type: none"> present ideas and information by combining illustrations and written texts 			1, 2, 3, 4, 5
Enhance presentation <ul style="list-style-type: none"> clarify ideas and information presented in own oral, print and other media texts, by responding to questions and comments 			
Use effective oral and visual communication <ul style="list-style-type: none"> speak in a clear voice, with appropriate volume, at an understandable pace and with expression 			
Demonstrate attentive listening and viewing <ul style="list-style-type: none"> ask relevant questions to clarify understanding and to have information explained show enjoyment and appreciation during listening and viewing activities 			
General Outcome 5—Students will listen, speak, read, write, view and represent to respect, support and collaborate with others.			
5.1 Respect others and strengthen community			
Appreciate diversity <ul style="list-style-type: none"> discuss the experiences and traditions of various communities portrayed in oral, print and other media texts ask for and provide clarification and elaboration of stories and ideas 			
Relate texts to culture <ul style="list-style-type: none"> discuss similarities and differences in settings, characters and events in oral, print and other media texts from various communities 			
Celebrate accomplishments and events <ul style="list-style-type: none"> participate in shared language experiences to acknowledge and celebrate individual and class accomplishments 			
Use language to show respect <ul style="list-style-type: none"> adjust own language use according to the context, purpose and audience 			

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	Multiple-Choice Tests		Constructed-Response Tasks
	Writing Conventions	Spelling	Writing
5.2 Work within a group			
Cooperate with others <ul style="list-style-type: none"> work in a variety of partnerships and group structures identify ways that class members can help each other 			
Work in groups <ul style="list-style-type: none"> contribute relevant information and questions to extend group understanding of topics and tasks stay on topic during class and group discussions 			
Evaluate group process <ul style="list-style-type: none"> recognize own and others' contributions to group process 			

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Mathematics Alberta Curriculum, 2007 Specific Expectations	Canadian Achievement Tests, Fourth Edition (CAT-4)		
	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"> • 2s, 5s and 10s, forward and backward, using starting points that are multiples of 2, 5 and 10 respectively • 10s, using starting points from 1 to 9 • 2s, starting from 1. 	P51 8 P53 11 P58 1 P62 10		
2. Demonstrate if a number (up to 100) is even or odd.	P61 7		
3. Describe order or relative position, using ordinal numbers (up to tenth).			
4. Represent and describe numbers to 100, concretely, pictorially and symbolically.			
5. Compare and order numbers up to 100.	P49 3, 4 P55 17 P58 2		
6. Estimate quantities to 100, using referents.	P62 9	P72 6, 7, 8	
7. Illustrate, concretely and pictorially, the meaning of place value for numerals to 100.	P53 12, 13 P63 13		
8. Demonstrate and explain the effect of adding zero to, or subtracting zero from, any number.			
9. Demonstrate an understanding of addition (limited to 1- and 2-digit numerals) with answers to 100 and the corresponding subtraction by: <ul style="list-style-type: none"> • using personal strategies for adding and subtracting with and without the support of manipulatives • creating and solving problems that involve addition and subtraction • using the commutative property of addition (the order in which numbers are added does not affect the sum) • using the associative property of addition (grouping a set of numbers in different ways does not affect the sum) • explaining that the order in which numbers are subtracted may affect the difference. 	P56 20, 21 P65 19	P68 1, 2, 3, 4, 5, 6, 7 P69 8, 9, 10, 11, 12 P70 1, 2, 3, 4, 5, 6, 7 P71 8, 9, 10, 11, 12 P72 1, 2, 3, 4, 5 P73 9, 10 P74 11, 12	
10. Apply mental mathematics strategies, such as: <ul style="list-style-type: none"> • using doubles • making 10 • one more, one less • two more, two less • building on a known double • thinking addition for subtraction for basic addition facts and related subtraction facts to 18. 		P68 1, 2, 3, 4, 5, 6, 7 P69 8, 9, 10, 11, 12 P70 1, 2, 3, 4, 5, 6, 7 P71 8, 9, 10, 11, 12 P72 1, 2, 3, 4, 5, 6, 7, 8 P73 9, 10 P74 11, 12	

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	Multiple-Choice Tests		Constructed-Response Tasks
	Mathematics	Computation and Estimation	Math Processes
Strand: Patterns and Relations (Patterns) General Outcome: Use patterns to describe the world and to solve problems.			
1. Demonstrate an understanding of repeating patterns (three to five elements) by: <ul style="list-style-type: none"> describing extending comparing creating patterns using manipulatives, diagrams, sounds and actions 	P48 2 P54 14 P59 3		
2. Demonstrate an understanding of increasing patterns by: <ul style="list-style-type: none"> describing reproducing extending creating numerical (numbers to 100) and non-numerical patterns using manipulatives, diagrams, sounds and actions 	P57 22 P62 10 P63 11 P64 16 P65 20 P66 21, 23, 24		
3. Sort a set of objects, using two attributes, and explain the sorting rule.			
4. Demonstrate and explain the meaning of equality and inequality, concretely and pictorially.			
5. Record equalities and inequalities symbolically, using the equal symbol or the not equal symbol			
Strand: Shape and Space (Measurement) General Outcome: Use direct and indirect measurement to solve problems.			
1. Relate the number of days to a week and the number of months to a year in a problem-solving context.	P49 5 P57 24		
2. Relate the size of a unit of measure to the number of units (limited to nonstandard units) used to measure length and mass (weight).	P54 16		
3. Compare and order objects by length, height, distance around and mass (weight), using nonstandard units, and make statements of comparison.	P64 15		
4. Measure length to the nearest nonstandard unit by: <ul style="list-style-type: none"> using multiple copies of a unit using a single copy of a unit (iteration process). 	P57 23		
5. Demonstrate that changing the orientation of an object does not alter the measurements of its attributes			

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Mathematics Alberta Curriculum, 2007 Specific Expectations	Canadian Achievement Tests, Fourth Edition (CAT-4)		
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	Mathematics	Computation and Estimation	Math Processes
Strand: Shape and Space (3-D Objects and 2-D Shapes) General Outcome: Describe the characteristics of 3-D objects and 2-D shapes, and analyze the relationships among them.			
6. Sort 2-D shapes and 3-D objects, using two attributes, and explain the sorting rule.	P59 3		
7. Describe, compare and construct 3-D objects, including: <ul style="list-style-type: none"> • cubes • spheres • cones • cylinders • pyramids 	P49 6		
8. Describe, compare and construct 2-D shapes, including: <ul style="list-style-type: none"> • triangles • squares • rectangles • circles. 	P54 15 P59 4 P60 6 P63 14 P66 22		
9. Identify 2-D shapes as parts of 3-D objects in the environment			
Strand: Statistics			
1. Gather and record data about self and others to answer questions			
2. Construct and interpret concrete graphs and pictographs to solve problems	P48 1 P50 7 P52 9, 10 P55 18 P56 19 P56 20 P62 8 P64 17 P65 18		