

CAT-4 Match to the Atlantic Curriculum

Level 11 to Grade 1

Reading Atlantic Curriculum, 2004 Specific Outcomes	Canadian Achievement Tests, Fourth Edition (CAT-4)			
	Multiple-Choice Tests			Constructed-Response Tasks
	Reading	Word Analysis	Vocabulary	Response to Text
GCO 4: <i>Students will be expected to select, read, and view with understanding a range of literature, information, media, and visual texts.</i>				
4.1 regard reading/viewing as sources of interest, enjoyment, and information				
4.2 expand their understanding of concepts of print <ul style="list-style-type: none"> punctuation in text serves a purpose upper- and lower-case letters have specific forms and functions (first word in sentences and proper names) 	P5 3 P7 1 P12 7 P13 9 P17 5 P19 5, 7		P30 5 P31 8 P31 13	
4.3 select independently, and with teacher assistance, texts appropriate to their interests and learning needs				
4.4 use some features of written text to determine content, locate topics, and obtain information	P8 2 P15 4			
4.5 use a combination of cues (semantic, syntactic, graphophonic, and pragmatic) to sample, predict, and monitor/self-correct <ul style="list-style-type: none"> predict on the basis of what makes sense, what sounds rights, and what the print suggests make meaningful substitutions attempt to self-correct predictions that interfere with meaning begin to monitor their own reading by cross-checking meaning cues with cues from beginning and last letters of the word (Did it make sense? Did it sound right? If it's tiger, would it start with "p"?) 	P14 2 P16 2 P19 4	P23 2, 3, 4, 5 P24 2, 3, 4, 5 P25 2, 3, 4, 5 P26 2, 3, 4, 5, 6, 7, 8 P27 9, 10, 11, 12, 13		
4.6 use a variety of strategies to create meaning <ul style="list-style-type: none"> identify main idea predict content using text information along with personal knowledge and experiences make inferences by drawing on their own experiences and clues in the text identify character traits from contextual clues make connections between texts, noticing similarities in characters, events, illustrations, and language follow written directions 	P5 1, 2, 4 P8 3 P9 4 P11 5 P12 6 P13 10 P14 2 P15 3, 5 P16 1 P17 3, 4, P18 2 P20 1, 2, 5		P28 2, 3, 4, 5, 6, 7, 8 P29 8, 9, 10, 11, 12 P30 2, 3, 4 P31 6, 7, 9, 10, 11 P32 12	2, 4, 5, 6
4.7 consistently match one to one	P12 8 P14 1 P19 3, 6, 8			

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GCO 6: <i>Students will be expected to respond personally to a range of texts.</i>				
6.1 make personal connections to text and share their responses in a variety of ways				1, 3, 5, 6
6.2 express and begin to support opinions about texts and the work of authors and illustrators	P15 6 P17 6 P19 9 P20 3, 4			1, 5
GCO 7: <i>Students will be expected to respond critically to a range of texts, applying their knowledge of language, form and genre.</i>				
7.1 use their experiences with a range of texts to identify some different types of print and media texts, recognizing some of their language conventions and text characteristics				
7.2 respond critically to texts <ul style="list-style-type: none"> • formulate questions as well as understandings • develop an understanding and respect for diversity 				1, 3, 4

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	Multiple-Choice Tests		Constructed-Response Tasks
	Writing Conventions	Spelling	Writing
GCO 8: <i>Students will be expected to use writing and other forms of representation to explore, clarify, and reflect on their thoughts, feelings, experiences, and learnings; and to use their imaginations</i>			
8.1 Use writing and other forms of representing for a variety of functions <ul style="list-style-type: none"> to ask questions to generate and organize ideas to express feelings, opinions, and imaginative ideas to inform/communicate information to record experiences to explore learning 			1, 2, 3, 4, 5
8.2 begin to develop, with assistance some ways to make their own notes (e.g., webs, story maps, point-form notes)			1, 2, 3, 4, 5
8.3 begin to experiment with language choices in imaginative writing and other ways of representing			1, 2, 3, 4, 5
GCO 9: <i>Students will be expected to create texts collaboratively and independently, using a variety of forms for a range of audiences and purposes.</i>			
9.1 use a variety of familiar text forms and other media (messages, letters, lists, recounts, stories, poems, records of observations, role-plays, Readers Theatre)			1, 2, 3, 4, 5
9.2 demonstrate some awareness of audience and purpose <ul style="list-style-type: none"> choose particular forms for specific audiences and purposes realize that work to be shared with an audience needs editing 			1, 2, 3, 4, 5
9.3 consider their readers'/viewers'/listeners' questions /comments and begin to use such responses to assess and extend their learning			
GCO 10: <i>Students will be expected to use a range of strategies to develop effective writing and media products to enhance their clarity, precision, and effectiveness</i>			
10.1 develop strategies for prewriting, drafting, revising, editing/proofreading, and presenting/publishing <ul style="list-style-type: none"> use prewriting strategies, such as drawing, talking, and reflecting use appropriate drafting strategies for getting ideas on paper (taking risks by using temporary spelling or by exploring various forms, writing freely with a focus on getting ideas on paper, composing simple text using a word processor) use simple revision strategies to create a meaningful message use simple editing strategies use a variety of techniques for publishing/presenting sharing writing/presenting with the class or another class, publishing on-line, submitting work to school/district anthology or magazine) 			1, 2, 3, 4, 5

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	Multiple-Choice Tests		Constructed-Response Tasks
	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>			
10.2 use some conventions of written language <ul style="list-style-type: none"> • use conventional spacing between words • use an increasing number of letters to represent sounds (most vowel and consonant sound represented) • use an increasing number of words spelled conventionally • use simple sentence structures • attempt to use punctuation (periods, question marks, exclamation marks) • use capital letters for proper names, pronoun “I”, and sentence beginnings • contribute observations/information to classroom records of field trips, science experiments, etc. 		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
10.3 demonstrate engagement with the creation of pieces of writing and other representations <ul style="list-style-type: none"> • engage in writing and representing activities every day • sustain engagement in writing and other forms of representation (drawing, role-play, plasticine art, collage, etc.) • choose to write independently during free choice time • share writing and other representations with others and seek response • contribute during shared writing activities 			
10.4 with assistance, experiment with technology in writing and other forms of representing <ul style="list-style-type: none"> • use a tape recorder to record choral readings, dramatizations, retellings or finished pieces of writing • create illustrations/drawings with a computer graphics/drawing program • compose simple text (and begin to revise and edit) with a word processing program • share writing/representations on-line 			
10.5 select, organize, and combine, with assistance, communicate meaning <ul style="list-style-type: none"> • interact with resources (print, non-print, or human) to answer their own questions or learning needs • with assistance, develop strategies for making and organizing notes • create a new product • share their information in a variety of simple ways 			

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Mathematics Atlantic Curriculum, 2008 Specific Expectations	<i>Canadian Achievement Tests, Fourth Edition (CAT-4)</i>		
	Multiple-Choice Tests		Constructed-Response Tasks
	Mathematics	Computation	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. [C, CN, ME, V]	1, 3, 4, 17, 24, 25 P36 1, 2, 3 P42 2 P45 9 P46 10		
2. Subitize (recognize at a glance) and name familiar arrangements of 1 to 10 objects, dots or pictures. [C, CN, ME, V]			
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. [C, CN, ME, R, V]	2, 5, 10, 12, 13, 16, 21, 22, 32 P36 2 P37 5 P39 10 P40 12 P41 13 P42 1 P44 6 P45 7 P49 3		
4. Represent and describe numbers to 20, concretely, pictorially and symbolically. [C, CN, V]	35 P51 6		
5. Compare and order sets containing up to 20 elements, using: <ul style="list-style-type: none"> • referents • one-to-one correspondence to solve problems. [C, CN, ME, PS, R, V]			
6. Estimate quantities to 20 by using referents. [C, CN, ME, PS, R, V]		P63 3 P64 6 P65 7	
8. Identify the number, up to 20, that is: <ul style="list-style-type: none"> • one more • two more • one less • two less than a given number. [C, CN, ME, R, V]	40, 43 P54 1 P56 4		

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	Multiple-Choice Tests		Constructed-Response Tasks
	Mathematics	Computation	Math Processes
<p>9. Demonstrate an understanding of addition of numbers with answers to 20 and their corresponding subtraction facts, concretely, pictorially and symbolically, by:</p> <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. <p>[C, CN, ME, PS, R, V]</p>	<p>38, 39, 42, 47 P53 9, 10 P55 3 P57 8</p>	<p>P58 2, 3, 4, 5, 6, 7, 8, P59 9, 10, 11, 12, 13 P60 2, 3, 4, 5, 6, 7, P61 8, 9, 10, 11, 12, 13 P62 1, 2 P63 4, 5 P65 8, 9 P66 11, 12</p>	
<p>10. Describe and use mental mathematics strategies (memorization not intended), such as:</p> <ul style="list-style-type: none"> • counting on and counting back • making 10 • using doubles • thinking addition for subtraction. <p>[C, CN, ME, PS, R, V]</p>		<p>P65 10</p>	
Strand: Patterns and Relations (Patterns)			
<p>1. Demonstrate an understanding of repeating patterns (two to four elements) by:</p> <ul style="list-style-type: none"> • describing • reproducing • extending • creating <p>patterns using manipulatives, diagrams, sounds and actions. [C, PS, R, V]</p>	<p>20, 25, 29, 31, 36, 37, 44, 45, 46, 48 P44 5 P46 10 P47 14 P48 2 P52 7, 8 P56 5,6 P57 7,9</p>		
<p>2. Translate repeating patterns from one representation to another. [C, CN, R, V]</p>	<p>7, 41 P38 7 P54 2</p>		
<p>3. Describe equality as a balance and inequality as an imbalance, concretely and pictorially (0 to 20). [C, CN, R, V]</p>			
<p>4. Record equalities, using the equal symbol. [C, CN, PS, V]</p>			

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	Mathematics	Computation	Math Processes
Strand: Shape and Space (Measurement)			
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. [C, CN, PS, R, V]	6, 18, 23 P37 6 P43 3 P45 8		
Strand: Shape and Space (3-D Objects and 2-D Shapes)			
2. Sort 3-D objects and 2-D shapes, using one attribute, and explain the sorting rule. [C, CN, R, V]	11 P40 11		
3. Replicate composite 2-D shapes and 3-D objects. [CN, PS, V]	9, 19, 28, 30, 34 P39 9 P44 4 P47 13 P48 1 P50 5		
4. Compare 2-D shapes to parts of 3-D objects in the environment. [C, CN, V]			