

CAT-4 Match to the Atlantic Curriculum

Level 20 - 22 to Grade 11

Reading Atlantic Curriculum, 1997 Specific Outcomes	Canadian Achievement Tests, Fourth Edition (CAT-4)			
	Multiple-Choice Tests			Constructed-Response Tasks
	Reading	Literary Reading	Vocabulary	Response to Text
<i>Students will be expected to select, read, and view with understanding a range of literature, information, media, and visual texts.</i>				
Read a wide variety of print texts recognizing elements of those texts that are relevant to their own lives and community				
View a wide variety of media and visual texts, comparing and analysing the structure, genre, style, and cultural diversity of different texts				
Assess ideas, information and language, synthesizing, and applying meaning from diverse and differing perspectives	2, 12, 14, 18, 20, 23, 25, 31, 32, 36	22, 23, 24, 32	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 19, 20, 21, 22, 23, 24, 25	
Demonstrate an understanding of and apply the strategies required to gain information from complex print texts and multimedia texts	1, 3, 9, 11, 17, 26, 28	3, 4, 6, 8, 10, 14, 16, 20, 26, 29, 33, 35, 37, 39		
Articulate their understanding of the purpose of the author in relation to the impact of literary devices and media techniques on the reader or viewer	5, 7, 27, 29, 38, 39, 40	2, 5, 17, 18, 19, 27, 31, 36, 38		
<i>Students will be expected to interpret, select, and combine information using a variety of strategies, resources, and technologies</i>				
Acquire information from a variety of sources, recognizing the relationships, concepts, and ideas that can be utilized to generate student text <ul style="list-style-type: none"> • Select appropriate information from a variety of sources, making meaningful selections for their own purposes • Recognize and reflect upon the appropriateness of information for the purpose of making meaningful student text • Information from a range of sources, including the electronic network, to address a variety of topics and issues/problems 				
<i>Students will be expected to respond personally to a range of texts</i>				
Recognize and articulate the elements of information from a variety of sources that trigger personal responses				
Make connections between the ideas and information presented in literary and media texts and their own experiences	4, 6, 8, 10, 30	12		
Make connections among the themes, issues, and ideas expressed in various texts	13, 16	9, 11, 15		
Demonstrate a willingness to explore multiple perspectives on text				
Justify points of view on various print and media texts				
Recognize and articulate feelings about ambiguities in complex texts, interpreting details and subtleties to clarify their understanding				

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	Reading	Literary Reading	Vocabulary	Response to Text
<i>Students will be expected to respond critically to a range of texts, applying their understanding of language, form, and genre</i>				
Recognize the commonalities and differences in form, structure, and ideas of various texts				
Recognize how the artful use of language and the structures of genre and text can influence or manipulate the reader/viewer	15, 19, 21, 22, 24, 33, 34, 35, 37	1, 7, 13, 21, 25, 28, 30, 34, 40	14, 15, 16, 17, 18, 26, 27, 28, 29, 30	
Examine the relationships among language, topic, purpose, context, and audience				
Examine the relationship of specific elements within and among texts				
Analyse the merits of the language, ideas, and other significant characteristics of a variety of texts and genre				
Respond critically to complex print and media texts				
Explore the diverse ways in which texts reveal and produce ideologies, identities, and positions				
Reflect on their responses to print and media texts, considering their own and others' social and cultural contexts				

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	Multiple-Choice Tests		Constructed-Response Tasks
	Writing Conventions	Spelling	Writing
<i>Students will be expected to use writing and other ways of representing to explore, clarify, and reflect on their thoughts, feelings, experiences, and learning; and to use their imagination.</i>			
Use writing and other ways of representing to <ul style="list-style-type: none"> • Explore, interpret, and reflect on their experiences with a range of texts and issues • Monitor the language and learning processes and strategies they use • Record and assess their achievements as language users and learners • Express their feelings, and reflect on experiences that have shaped their ideas, values, and attitudes 			
Use note-making strategies to document experiences and reconstruct knowledge by <ul style="list-style-type: none"> • Paraphrasing • Summarizing • Using note cards, note-taking sheets, research grids • Video or audio techniques 			
Make informed choices of language and techniques to enhance the impact of imaginative writing and other ways of representing			
<i>Students will be expected to create texts collaboratively and independently, using a variety of forms for a range of audiences and purposes.</i>			
Construct increasingly complex texts using a range of forms to serve their purposes			
Create a clear and coherent structure in various forms of writing and media production <ul style="list-style-type: none"> • Make informed choices of form, style, and content to address the demands of different audiences and purposes • Use effective strategies to engage the reader/viewer 			
Use audience feedback in the process of writing and media production to improve the effectiveness of final products			
<i>Students will be expected to use a range of strategies to develop effective writing and other ways of representing and to enhance their clarity, precision, and effectiveness.</i>			
Apply a variety of writing/representation strategies to construct increasingly complex texts	17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30		
Demonstrate control of the conventions of written language in final products	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16	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	

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	Multiple-Choice Tests		Constructed-Response Tasks
	Writing Conventions	Spelling	Writing
Make informed choices about the use of technology to serve their communication purposes			
Demonstrate a commitment to crafting a range of writing and other representations			
Use information from a variety of sources to construct and communicate meaning			