

# CAT-4 Match to the Atlantic Curriculum

Level 20 - 22 to Grade 12

<b>Reading</b> 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>				
Select texts to support their learning needs and range of special interests				
Read widely and experience a variety of literary genre and mode from different provinces and countries, and world literature from different literary periods				
Articulate their understanding of ways in which information texts are constructed for particular purposes	5, 10, 28, 37, 39, 40			
Use the cueing systems and a variety of strategies to construct meaning in reading and viewing complex and sophisticated print and media texts	1, 3, 4, 7, 8, 9, 11, 13, 18, 20, 23, 25, 26, 27, 34, 35, 38	2, 3, 4, 8, 10, 14, 17, 18, 20, 23, 26, 27, 30, 31, 32, 35, 36, 38, 39	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13	
Articulate their own processes and strategies in exploring, interpreting, and reflecting on sophisticated texts and tasks				
<i>Students will be expected to interpret, select, and combine information using a variety of strategies, resources, and technologies</i>				
Access, select, and research, in systematic ways specific information to meet personal and individual learning needs <ul style="list-style-type: none"> <li>• Use the electronic network and other sources of information, in ways characterized by complexity of purpose, procedure, or subject matter</li> <li>• Recognize and reflect upon the appropriateness of information for the purpose of making meaningful student text</li> <li>• Evaluate their research processes</li> </ul>				
<i>Students will be expected to respond personally to a range of texts</i>				
Make informed personal responses to increasingly challenging print and media texts and reflect on their responses <ul style="list-style-type: none"> <li>• Make connections between their own values, beliefs and cultures and those reflected in literary and media texts</li> <li>• Analyse thematic connections among texts and articulate an understanding of the universality of many themes</li> <li>• Demonstrate a willingness to explore diverse perspectives to develop or modify their points of view</li> </ul>	16, 17, 30, 36	6, 15, 22, 24		
Articulate and justify points of view about texts and text elements <ul style="list-style-type: none"> <li>• Interpret ambiguities in complex and sophisticated texts</li> </ul>		7, 11, 16, 37		

# CAT-4 Match to the Atlantic Curriculum

Level 20 - 22 to Grade 12

<b>Reading</b> 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 respond critically to a range of texts, applying their understanding of language, form, and genre</i>				
Critically evaluate the information they access				
Show the relationships among language, topic, purpose, context, and audience <ul style="list-style-type: none"> <li>Note the relationship of specific elements of a particular text to elements of other texts</li> <li>Describe, discuss, and evaluate the language, ideas, and other significant characteristics of a variety of texts and genres</li> </ul>	2, 12, 14, 15, 19, 21, 22, 24, 33	1, 5, 9, 12, 13, 19, 21, 25, 28, 33, 34, 40	14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30	
Respond critically to complex and sophisticated texts <ul style="list-style-type: none"> <li>Examine how texts work to reveal and produce ideologies, identities, and positions</li> <li>Examine how media texts construct notions of roles, behaviour, culture, and reality</li> <li>Examine how textual features help a reader and viewer to create meaning of the texts</li> </ul>	6, 29, 31, 32	29		

# CAT-4 Match to the Atlantic Curriculum

Level 20 - 22 to Grade 12

<b>Writing</b> Atlantic Curriculum, 1997 Specific Outcomes	Canadian Achievement Tests, Fourth Edition (CAT-4)		
	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 explore, extend, and reflect on <ul style="list-style-type: none"> <li>• their experiences with and insights into challenging texts and issues</li> <li>• the writing processes and strategies they use</li> <li>• their achievements as language users and learners</li> <li>• the basis for their feelings, values, and attitudes</li> </ul>			
Use note-making strategies to reconstruct increasingly complex knowledge <ul style="list-style-type: none"> <li>• explore the use of photographs, diagrams, storyboards, etc., in documenting experiences</li> </ul>			
Make effective 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>			
Produce writing and other forms of representation characterized by increasing complexity of thought, structure, and convention			
Demonstrate an understanding of the ways in which the construction of texts can create, enhance, or control meaning <ul style="list-style-type: none"> <li>• Make critical choices of form, style, and content to address increasingly complex demands of different audiences and purposes</li> </ul>			
Evaluate the responses of others to their writing and media production			
<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 their knowledge of what strategies are effective for them as creators of various writing and other representation			
Use the conventions of written language accurately and consistently 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	
Use technology effectively to serve communication purposes <ul style="list-style-type: none"> <li>• Design texts that they find aesthetically pleasing and useful</li> </ul>			
Demonstrate a commitment to the skilful crafting of a range of writing and other representations			
Integrate information from many sources to construct and communicate meaning			