

CAT-4 Match to the Atlantic Curriculum

Level 12 to Grade 2

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: Students will be expected to select, read, and view with understanding a range of literature, information, media, and visual texts.				
4.1 select, independently and with teacher assistance, texts appropriate to their interests and learning needs				
4.2 read widely and experience a variety of children's literature				
4.3 use pictorial, typographical, and organizational features of written text to determine content, locate topics, and obtain information	P7 1 P9 3 P11 2, 3 P13 1 P14 6 P16 1 P20 6 P23 1, 2, 4 P24 6			2, 3, 4
4.4 use and integrate, with support, the various cueing systems (pragmatic, semantic, syntactic, and graphophonic) and a range of strategies to construct meaning <ul style="list-style-type: none"> • predict on the basis of what would make sense, what would sound right, and what the print suggests (semantics, syntactic, graphophonics) • monitor reading by cross-checking the various cues (Did that make sense? Did it sound right? If that were "fire" would it have a "t" at the end?) 	P4 1, 2 P5 3 P8 3, 4 P13 4 P17 3 P18 4 P19 5 P20 7 P21 8 P24 8, 9		P32 1, 2, 3, 4, 5 P33 6, 7, 8, 9, 10, 11, 12 P34 1, 2, 3, 4 P36 5, 6, 7, 8, 9, 10 P37 11, 12	
4.5 use a variety of self-correcting strategies				
4.6 read silently, vocalizing only when a major problem with word recognition or meaning occurs				
4.7 visually survey the text when reading and abandon finger pointing unless a problem occurs				
4.8 word solve by using analogy with known words; knowledge of affixes, roots, or compounds; and syllabication	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		
4.9 use blending as one strategy for decoding words				
4.10 recognize a wide variety of sight words				
4.11 use a dictionary				
4.12 identify main idea and supporting detail of a text	P16 2 P23 3			3, 4, 5
4.13 identify principles of order in text (time, cause and effect, space)				3, 4, 5
4.14 interpret figurative language	P13 2, 3			

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4.15 use clues from the text and personal experiences to gain and understanding of character	P14 5, 7 P23 5			1, 6
4.16 recognize different emotions and empathize with literary characters	P9 7 P14 5, 7			6
4.17 recognize the elements of a story or plot	P9 6			4, 5
4.18 use prereading/previewing strategies, such as <ul style="list-style-type: none"> • predicting what the text will be about based on its title and pictures, as well as their personal experiences with the topic • making connections between what they read and their own experiences and knowledge • setting their own purposes for reading/viewing • asking themselves questions about what they want to find out 	P23 4			
4.19 use during reading/viewing strategies, such as <ul style="list-style-type: none"> • verifying and adjusting predictions/making further predictions • making connections between what they read and their own experiences and knowledge • visualizing characters, settings, and situations (making pictures in their minds) 	P5 4 P24 7			
4.20 use after-reading/viewing strategies such as <ul style="list-style-type: none"> • reflecting about the text • responding to the text (through talking, writing, or some other means of representation) • ask questions about the text 	P11 4			1, 2, 3, 5
4.21 describe their own reading and viewing processes and strategies				
GCO 6: Students will be expected to respond personally to a range of texts.				
6.1 make personal connections to text and describe, share, and discuss their reactions and emotions				1, 2
6.2 express and explain opinions about texts and types of texts, and the work of authors and illustrators demonstrating and increasing awareness of the reasons for their opinions				
GCO 7: Students will be expected to respond critically to a range of texts, applying their knowledge of language, form and genre.				
7.1 question information presented in print and visual texts <ul style="list-style-type: none"> • use a personal knowledge base as a frame of reference 				
7.2 identify some different types of print and media texts <ul style="list-style-type: none"> • recognizing some of their language conventions and text characteristics • recognize that these conventions and characteristics help them understand what they read and view 				

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	Reading	Word Analysis	Vocabulary	Response to Text
7.3 respond critically to texts <ul style="list-style-type: none"> • formulate questions as well as understandings • identify the point of view in a text and demonstrate an awareness of whose voices/positions are and are not being expressed • discuss the text from the perspective of their own realities and experiences • identify instances of prejudice, bias, and stereotyping 				1

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Writing Atlantic Curriculum, 2004 Specific Outcomes	Canadian Achievement Tests, Fourth Edition (CAT-4)		
	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 representation to <ul style="list-style-type: none"> formulate questions generate and organize language and ideas discover and express personal attitudes and opinions express feelings and imaginative ideas record experiences explore how and what they learn 			1, 2, 3, 4 P43 1, 2, 3 P44 4
8.2 explore, with assistance, ways for making their own note			
8.3 experiment with language choices in imaginative writing and other ways of representing			1, 2, 5 P45 1, 2 P46 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 create written and media texts using a variety of forms <ul style="list-style-type: none"> experiment with a combination of writing with other media to increase the impact of their presentations 			
9.2 demonstrate some awareness of purpose and audience <ul style="list-style-type: none"> make choices about form for specific purpose/audience realize that work to be shared with an audience needs editing 			1, 2, 4, 5 P45 1, 2, 3 P46 5
9.3 consider their readers'/viewers'/listeners' questions, comments and other responses in assessing their work and extending 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 experiment with a range of prewriting, drafting, revising, editing, proofreading, and presentation strategies <ul style="list-style-type: none"> use a variety of prewriting strategies for generating and organizing ideas for writing use appropriate drafting techniques (focusing on getting ideas on paper, taking risks with temporary spelling when necessary, experimenting with new forms/techniques, keeping audience in mind, using a word processor to compose) use revision techniques to ensure writing makes sense and is clear for the audience use editing strategies use appropriate techniques for publishing/presenting 	P45 1, 2, 3, 4 P46 5, 6, 7, 8, 9		1, 2, 3, 4, 5 P45 1, 2, 3, 4 P46 5

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Writing Atlantic Curriculum, 2004 Specific Outcomes	Canadian Achievement Tests, Fourth Edition (CAT-4)		
	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"> • punctuation and capitalization <ul style="list-style-type: none"> » use capitals for proper names, titles, places, days, months, holidays, beginning of sentences » use periods at the ends of sentences and for abbreviation » use commas in a series and in dates » use apostrophes for possessives and contractions » use question marks, exclamation marks, and quotation marks • language structure <ul style="list-style-type: none"> » make subject and verbs agree » begin to use simple paragraphing » use a variety of simple and more complex sentence structures » use pronouns appropriately • spelling <ul style="list-style-type: none"> » use meaning and syntax patterns as well as sound cues » use a range of spelling strategies » spell many words conventionally » use a variety of strategies to edit for spelling (identifying misspelled words, trying them another way, and using another resource to check them out) 	P40 1, 2, 3, 4, 5, 6 P41 7, 8, 9, 10, 11 P42 12, 13, 14, 15 P43 1, 2, 3 P44 1, 2, 3	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/representing activities for sustained periods of time • work willingly on revising and editing for an audience • demonstrate pride and sense of ownership in writing/presenting efforts 			
10.4 experiment with technology in writing and other forms of representing <ul style="list-style-type: none"> • use a tape recorder to tape dramatic presentations, readings of published work, and retellings • use a simple word processing program to draft, revise, edit, and publish • use a drawing program (computer software) • with assistance, use a database, CD-ROM, and the Internet as resource for finding information (prewriting strategy) • with assistance use the Internet to communicate 			
10.5 select, organize, and combine relevant information, with assistance, from at least two sources, without copying verbatim, to construct and communicate meaning			

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Mathematics Atlantic Provinces Curriculum, 1998	<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"> • 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. [C, CN, ME, R]			
2. Demonstrate if a number (up to 100) is even or odd. [C, CN, PS, R]	31 P61 7		
3. Describe order or relative position, using ordinal numbers (up to tenth). [C, CN, R]			
4. Represent and describe numbers to 100, concretely, pictorially and symbolically. [C, CN, V]	5, 8, 25 P49 5 P51 8 P58 1		
5. Compare and order numbers up to 100. [C, CN, ME, R, V]	3, 4, 11 P49 3, 4 P53 11		
6. Estimate quantities to 100, using referents. [C, ME, PS, R]	33 P62 9		
7. Illustrate, concretely and pictorially, the meaning of place value for numerals to 100. [C, CN, R, V]	12, 13, 17, 26, 38 P53 12, 13 P55 17 P58 2 P63 14		
8. Demonstrate and explain the effect of adding zero to, or subtracting zero from, any number [C, R]			
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. [C, CN, ME, PS, R, V]	19, 20, 43	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 12	

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	Multiple-Choice Tests		Constructed-Response Tasks
	Mathematics	Computation	Math Processes
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. [C, CN, ME, PS, R, V]		P72 6, 7, 8 P74 11	
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. [C, CN, PS, R, V]	2, 14, 27, 40, 47, 48 P48 2 P54 14 P59 3 P64 16 P66 23 P67 24		
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. [C, CN, PS, R, V]	22, 34, 35, 44, 45 P57 22 P62 10 P63 11 P65 20 P66 21		
3. Sort a set of objects, using two attributes, and explain the sorting rule. [C, CN, R, V]			
4. Demonstrate and explain the meaning of equality and inequality, concretely and pictorially. [C, CN, R, V]			
5. Record equalities and inequalities symbolically, using the equal symbol or the not equal symbol. [C, CN, R, V]			
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. [C, CN, PS, R]	21, 24 P56 21 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). [C, CN, ME, R, V]	16, 23 P54 16 P57 23		

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	Mathematics	Computation	Math Processes
3. Compare and order objects by length, height, distance around and mass (weight), using nonstandard units, and make statements of comparison. [C, CN, ME, R, V]			
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). [C, ME, R, V]	39 P64 15		
5. Demonstrate that changing the orientation of an object does not alter the measurements of its attributes. [C, R, V]	46 P66 22		
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. [C, CN, R, V]			
7. Describe, compare and construct 3-D objects, including: <ul style="list-style-type: none"> • cubes • spheres • cones • cylinders • pyramids. [C, CN, R, V]	6 P49 6		
8. Describe, compare and construct 2-D shapes, including: <ul style="list-style-type: none"> • triangles • squares • rectangles • circles. [C, CN, R, V]	15, 28, 30 P54 15 P59 4 P60 6		
9. Identify 2-D shapes as parts of 3-D objects in the environment. [C, CN, R, V]			
Strand: Statistics and Probability (Data Analysis) General Outcome: Collect, display and analyze data to solve problems.			
1. Gather and record data about self and others to answer questions. [C, CN, PS, V]	20, 42 P56 20 P65 18		
2. Construct and interpret concrete graphs and pictographs to solve problems. [C, CN, PS, R, V]	1, 7, 9, 10, 18, 32, 41 P48 1 P50 7 P52 9, 10 P55 18 P62 8 P64 17		