

# CAT-4 Match to the Atlantic Curriculum

Level 13 to Grade 3

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
<b>GCO 4: Students will be expected to select, read, and view with understanding a range of literature, information, media, and visual texts.</b>				
4.1 select, independently and with teacher assistance, texts appropriate to their interests and learning needs		29	23, 24, 25, 26	
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	1, 4, 18, 19, 20, 22, 28, 29, 30, 31, 32, 33, 35, 38, 40, 41, 44, 45, 48			1
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"> <li>Predict on the basis of what makes sense, what sounds right, and what the print suggests (semantics, syntactic, graphophonics)</li> <li>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?)</li> </ul>	5, 10, 15, 46	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17	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, 31, 32, 33	
4.5 use a variety of self-correcting strategies (e.g., rereading, reading on and trying to think about what would make sense, trying to find a little word in a big word)				
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; an syllabication		18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30		
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	2, 7, 12, 13, 17, 26, 27, 34, 42, 43			4

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4.13 identify principles of order in text (time, cause and effect, space)	8, 21, 47			
4.14 interpret figurative language	9			
4.15 use clues from the text and personal experiences to gain and understanding of character	6, 11, 16, 36, 37			3, 5
4.16 recognize different emotions and empathize with literary characters	9			3, 5, 6
4.17 recognize the elements of a story or plot				
4.18 use prereading/previewing strategies, such as <ul style="list-style-type: none"> <li>• predicting what the text will be about based on its title and pictures, as well as their personal experiences with the topic</li> <li>• making connections between what they read and their own experiences and knowledge</li> <li>• setting their own purposes for reading/viewing</li> <li>• asking themselves questions about what they want to find out</li> </ul>				
4.19 use during reading/viewing strategies, such as <ul style="list-style-type: none"> <li>• verifying and adjusting predictions/making further predictions</li> <li>• making connections between what they read and their own experiences and knowledge</li> <li>• visualizing characters, settings, and situations (making pictures in their minds)</li> </ul>	14			
4.20 use after-reading/viewing strategies such as <ul style="list-style-type: none"> <li>• reflecting about the text</li> <li>• responding to the text (through talking, writing, or some other means of representation)</li> <li>• ask questions about the text</li> </ul>				2, 6
4.21 describe their own reading and viewing processes and strategies				
<b>GCO 6: Students will be expected to respond personally to a range of texts.</b>				
6.1 make personal connections to text and describe, share, and discuss their reactions and emotions				2, 4, 6
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	3, 23, 39			2, 4, 6
<b>GCO 7: Students will be expected to respond critically to a range of texts, applying their knowledge of language, form and genre.</b>				
7.1 question information presented in print and visual texts <ul style="list-style-type: none"> <li>• use a personal knowledge base as a frame of reference</li> </ul>				

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	Reading	Word Analysis	Vocabulary	Response to Text
7.2 identify some different types of print and media texts <ul style="list-style-type: none"> <li>recognizing some of their language conventions and text characteristics</li> <li>recognize that these conventions and characteristics help them understand what they read and view</li> </ul>	24, 25			4
7.3 respond critically to texts <ul style="list-style-type: none"> <li>formulate questions as well as understandings</li> <li>identify the point of view in a text and demonstrate an awareness of whose voices/positions are and are not being expressed</li> <li>discuss the text from the perspective of their own realities and experiences</li> <li>identify instances of prejudice, bias, and stereotyping</li> </ul>				2, 4, 6

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<b>Writing</b> Atlantic Curriculum, 2004 Specific Outcomes	Canadian Achievement Tests, Fourth Edition (CAT-4)		
	Multiple-Choice Tests		Constructed-Response Tasks
	Writing Conventions	Spelling	Response to Text
<b>GCO 8: 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</b>			
8.1 use writing and other forms of representation to <ul style="list-style-type: none"> <li>• formulate questions</li> <li>• generate and organize language and ideas</li> <li>• discover and express personal attitudes and opinions</li> <li>• express feelings and imaginative ideas</li> <li>• record experiences</li> <li>• explore how and what they learn</li> </ul>			1, 2, 3, 4, 5
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			2, 4, 5
<b>GCO 9: Students will be expected to create texts collaboratively and independently, using a variety of forms for a range of audiences and purposes.</b>			
9.1 create written and media texts using a variety of forms <ul style="list-style-type: none"> <li>• experiment with a combination of writing with other media to increase the impact of their presentations</li> </ul>			1, 3, 4
9.2 demonstrate some awareness of purpose and audience <ul style="list-style-type: none"> <li>• make choices about form for specific purpose/audience</li> <li>• realize that work to be shared with an audience needs editing</li> </ul>	32, 33, 34, 35, 36		1, 2, 3, 4, 5
9.3 consider their readers'/viewers'/listeners' questions, comments and other responses in assessing their work and extending their learning			

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	Writing Conventions	Spelling	Response to Text
<b>GCO 10: Students will be expected to use a range of strategies to develop effective writing and media products to enhance their clarity, precision, and effectiveness</b>			
<p>10.1 experiment with a range of prewriting, drafting, revising, editing, proofreading, and presentation strategies</p> <ul style="list-style-type: none"> <li>• use a variety of prewriting strategies for generating and organizing ideas for writing (e.g., brainstorming, webbing, story mapping, reading, researching, interviewing, reflecting)</li> <li>• 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)</li> <li>• use revision techniques to ensure writing makes sense and is clear for the audience (e.g., reading/rereading, adding ideas, crossing out repetition or unnecessary information, sequencing ideas/information, rearranging, using feedback from conference to help revise)</li> <li>• use editing strategies (e.g., checking punctuation and language usage; checking spelling by circling words that don't look right, trying them another way, and checking with a resource such as dictionary; using an editing checklist)</li> <li>• use appropriate techniques for publishing/presenting (e.g., a word processor to publish; illustrations, chart, and diagrams to enhance writing where appropriate; sharing writing/representing orally; publishing on-line; submitting work to school/district newsletter)</li> </ul>	18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31		1, 2, 3, 4, 5
<p>10.2 use some conventions of written language</p> <ul style="list-style-type: none"> <li>• punctuation and capitalization</li> <li>• use capitals for proper names, titles, places, days, months, holidays, beginning of sentences               <ul style="list-style-type: none"> <li>- use periods at the ends of sentences and for abbreviation</li> <li>- use commas in a series and in dates</li> <li>- use apostrophes for possessives and contractions</li> <li>- use question marks, exclamation marks, and quotation marks</li> </ul> </li> <li>• language structure               <ul style="list-style-type: none"> <li>- make subject and verbs agree</li> <li>- begin to use simple paragraphing</li> <li>- use a variety of simple and more complex sentence structures</li> <li>- use pronouns appropriately</li> </ul> </li> <li>• spelling               <ul style="list-style-type: none"> <li>- use meaning and syntax patterns as well as sound cues</li> <li>- use a range of spelling strategies</li> <li>- spell many words conventionally</li> <li>- use a variety of strategies to edit for spelling (identifying misspelled words, trying them another way, and using another resource to check them out)</li> </ul> </li> </ul>	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17	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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<b>Writing</b> Atlantic Curriculum, 2004 Specific Outcomes	<i>Canadian Achievement Tests, Fourth Edition (CAT-4)</i>		
	Multiple-Choice Tests		Constructed-Response Tasks
	Writing Conventions	Spelling	Writing
10.3 demonstrate engagement with the creation of pieces of writing and other representations <ul style="list-style-type: none"> <li>engage in writing/representing activities for sustained periods of time</li> <li>work willingly on revising and editing for an audience</li> <li>demonstrate pride and sense of ownership in writing/presenting efforts</li> </ul>			
10.4 experiment with technology in writing and other forms of representing <ul style="list-style-type: none"> <li>use a tape recorder to tape dramatic presentations, readings of published work, and retellings</li> <li>use a simple word processing program to draft, revise, edit, and publish</li> <li>use a drawing program (computer software)</li> <li>with assistance, use a database, CD-ROM, and the Internet as resource for finding information (prewriting strategy)</li> <li>with assistance use the Internet to communicate</li> </ul>			
10.5 select, organize, and combine relevant information, with assistance, from at least two sources, without copying verbatim, to construct and communicate meaning			

# CAT-4 Match to Atlantic Provinces Curriculum (2004)

Level 13 to Grade 3

<b>Mathematics</b> Atlantic Provinces Curriculum, 1999	<i>Canadian Achievement Tests, Fourth Edition (CAT-4)</i>		
	Multiple-Choice Tests		Constructed-Response Tasks
	Mathematics	Computation and Estimation	Math Processes
<i>Number Sense</i>			
A1 compare and order whole numbers to thousands	4, 9, 20		
A2 estimate the size of numbers to the nearest ten or hundred		29	
A3 use simple fractions to describe situations	25, 48		
A4 demonstrate an understanding of base-ten groupings (units, tens, hundreds, thousands)	11		
A5 record, model, and interpret numbers up to and including the thousands			
A6 read numbers in several ways	1, 3, 15		
A7 extend the place-value system to model and record numbers involving tenths			
A8 order and compare decimals to tenths			
B1 recognize several meanings for multiplication			
B2 recognize several meanings for division			
B3 recognize the relationship between multiplication and division			
B4 solve and create problems involving addition and/or subtraction	34, 37	31, 32	
B5 solve and create problems involving multiplication and division with small numbers	28, 29	25, 26, 27, 28, 34, 35	
B6 add and subtract with and without regrouping (up to and including 3-digit numbers)		Addition 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12 Subtraction 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24	
B7 recognize principles of multiplication and division	40		
B8 relate multiplication and division facts			
B9 continue to estimate in addition and subtraction situations			
B10 begin to estimate in multiplication and division situations	40		
B11 mentally add and subtract two-digit and one-digit numbers			
B12 mentally add and subtract rounded numbers			
B13 use technology to solve problems involving larger numbers			

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Level 13 to Grade 3

Mathematics Atlantic Provinces Curriculum, 1999	Canadian Achievement Tests, Fourth Edition (CAT-4)		
	Multiple-Choice Tests		Constructed-Response Tasks
	Mathematics	Computation and Estimation	Math Processes
<i>Patterns and Relations (Patterns)</i>			
C1 recognize the pattern implicit in our place value system	8		
C2 recognize and create geometric patterns	5, 12, 16, 27, 38		
C3 use and recognize the patterns in a multiplication table	36		
C4 record a repeated addition pattern using multiplicative notation	43		
C5 recognize the meaning of open sentences of the forms: a x b = a x c = x b = c	33		
Foundations of Patterning	7, 14, 30, 47		
<i>Shape and Space</i>			
D1 estimate and measure length in metres, decimetres, and centimetres	32, 42		
D2 estimate and measure capacity in millilitres and litres			
D3 estimate and measure mass in grams and kilograms			
D4 estimate and measure area in non-standard units and square centimetres			
D5 solve problems involving kilometres			
D6 use appropriate units for capacity and mass			
D7 read digital and analog clocks to the nearest five minutes			
D8 continue to solve a wide variety of measurement problems			
E1 continue their development of spatial sense with emphasis on perceptual constancy	22, 45		
E2 recognize and represent angles that are less than/ more than right angles			
E3 recognize, name, describe, and represent congruent angles and congruent polygons	46		
E4 recognize, name, describe, and represent kites, and some concave, convex, and regular polygons			
E5 recognize, name, describe, and represent different prisms and pyramids	24		
E6 cut and assemble net patterns for pentagonal and hexagonal prisms and pyramids			
E7 build skeletons of various prisms and pyramids to focus on edges and vertices	31, 39		
E8 predict the results of combining triangles and/ or quadrilaterals			

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	Multiple-Choice Tests		Constructed-Response Tasks
	Mathematics	Computation and Estimation	Math Processes
E9 find the lines of reflective symmetry of polygons			
E10 recognize, name, describe, and represent half and quarter turns of 2-D figures			
E11 recognize and identify different polygons, prisms, and pyramids in real-world contexts			
E12 make the connection between arrays of squares forming rectangles and describing their dimensions			
<i>Statistics and Probability (Data Analysis)</i>			
F1 select appropriate strategies for collecting, recording, organizing, and describing relevant data	2, 6, 13, 23		
F2 interpret and create pictographs in which each symbol represents more than one item	17, 21		
F3 create bar graphs, using simple scales	13, 18, 19, 35, 41, 44		
F4 implement plans with respect to the collection of data			
G1 predict and record results in experiments using spinners, coins, dice, coloured cubes, and other simple equipment	10		