

CAT-4 Match to the British Columbia Curriculum

Level 12 to Grade 2

Reading British Columbia Curriculum, 2006 Specific Outcomes	Canadian Achievement Tests, Fourth Edition (CAT-4)			
	Multiple-Choice Tests			Constructed-Response Tasks
	Reading	Word Analysis	Vocabulary	Response to Text
B1 read fluently and demonstrate comprehension of grade-appropriate literary texts (e.g., stories, legends, poems)				4, 5, 6
B2 read fluently and demonstrate comprehension of grade-appropriate information texts				1, 2, 3
B3 read and reread just-right texts independently for 15 to 20 minutes daily for enjoyment and to increase fluency and comprehension				
B4 view and demonstrate comprehension of visual texts (e.g., signs, illustrations, diagrams)	P16 2 P20 6			1, 2, 3, 4
B5 use strategies before reading and viewing, including <ul style="list-style-type: none"> • accessing prior knowledge to make connections • making predictions • asking questions • setting a purpose 				
B6 use strategies during reading and viewing to construct, monitor, and confirm meaning, including <ul style="list-style-type: none"> • predicting and making connections • visualizing • figuring out unknown words • self-monitoring and self-correcting • retelling and beginning to summarize 	P13 2 P14 7 P17 3 P19 5 P20 7		P32 1, 2, 3, 4, 5 P33 6, 7, 8, 9, 10, 11, 12 P34 13, 14, 15, 16, 17, 18 P35 1, 2, 3, 4 P36 5, 6, 7, 8, 9, 10 P37 29, 30	4, 5, 6
B7 use strategies after reading and viewing to confirm and extend meaning, including <ul style="list-style-type: none"> • rereading or “re-viewing” • discussing with others • retelling and beginning to summarize • sketching • writing a response 	P4 2 P5 3, 4 P11 2, 3 P13 1 P14 5			1, 2, 3, 4, 5, 6
B8 respond to selections they read or view, by <ul style="list-style-type: none"> • expressing an opinion supported with reasons • making text-to-self, text-to-text, and text-to-world connections 	P13 3 P23 5 P24 7			1, 2, 3, 6
B9 read and view to expand knowledge, by <ul style="list-style-type: none"> • predicting and connecting • comparing and inferring • inquiring and generalizing 	P8 4 P11 4 P21 8 P23 3, 4			1
B10 reflect on and assess their reading and viewing, by <ul style="list-style-type: none"> • referring to class-generated criteria • setting a goal for improvement • making a simple plan to work on their goal 				

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	Reading	Word Analysis	Vocabulary	Response to Text
B11 recognize and derive meaning from the structures and features of texts, including <ul style="list-style-type: none"> • concepts about print and concepts about books • elements of stories (e.g., character, setting, problem, solution) • 'text features' • the vocabulary associated with texts (e.g., pictures, headings, table of contents, key facts) 	P4 1 P5 5 P7 1, 2 P8 3 P9 5, 6, 7 P10 1 P13 4 P14 6 P16 1 P18 4 P23 2 P24 8, 9			
B12 use knowledge of word patterns, word families, and letter-sound relationships to decode unknown words and recognize an increasing number of high-frequency words		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		

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Writing British Columbia Curriculum, 2006 Specific Outcomes	Canadian Achievement Tests, Fourth Edition (CAT-4)		
	Multiple-Choice Tests		Constructed-Response Tasks
	Writing Conventions	Spelling	Response to Text
C1 create personal writing and representations that express connections to personal experiences, ideas, likes, and dislikes, featuring <ul style="list-style-type: none"> • ideas developed through the use of relevant details that connect to a topic • sentence fluency using some variety in sentence length and pattern • developing word choice by using some varied and descriptive language • developing voice by showing some evidence of individuality • a logical organization 			2
C2 create informational writing and representations about non-complex topics and procedures, featuring <ul style="list-style-type: none"> • ideas beginning to be developed through the use of relevant details • sentence fluency using some variety of sentence length and an emerging variety in pattern • developing word choice by using some content-specific vocabulary and details • developing voice by showing how they think and feel about a topic • an organization that includes a beginning that signals a topic and ideas that are generally logically sequenced 			1
C3 create imaginative writing and representations, sometimes based on models they have read, heard, or viewed, featuring <ul style="list-style-type: none"> • ideas developed through the use of details that enhance the topic or mood • sentence fluency using sentence variety, dialogue, phrases, and poetic language • developing word choice by using some varied descriptive and sensory language • developing voice by showing some evidence of individuality • an organization that includes a well-developed beginning and logically ordered, imaginative ideas or details 			3, 5
C4 use strategies before writing and representing, including <ul style="list-style-type: none"> • setting a purpose • identifying an audience • participating in developing class-generated criteria • generating, selecting, developing, and organizing ideas from personal interest, prompts, models of good literature, and/or graphics 			4
C5 use strategies during writing and representing to express thoughts, including <ul style="list-style-type: none"> • referring to class-generated criteria • referring to word banks • examining models of literature/visuals • revising and editing 			

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Writing British Columbia Curriculum, 2006 Specific Outcomes	Canadian Achievement Tests, Fourth Edition (CAT-4)		
	Multiple-Choice Tests		Constructed-Response Tasks
	Writing Conventions	Spelling	Writing
C6 use strategies after writing and representing to improve their work, including <ul style="list-style-type: none"> • checking their work against established criteria • revising to enhance a writing trait (e.g., ideas, sentence fluency, word choice, voice, organization) • editing for conventions (e.g., capitals, punctuation, spelling) 	P 45 1, 2, 3, 4 P 46 5, 6, 7, 8, 9		1, 2, 3, 4, 5
C7 use writing and representing to express personal responses and opinions about experiences or texts			1, 2, 4, 5
C8 use writing and representing to extend thinking by presenting new understandings in a variety of forms (e.g., comic strip, poem, skit, graphic organizer)			
C9 reflect on and assess their writing and representing, by <ul style="list-style-type: none"> • referring to class-generated criteria • setting a goal for improvement • making a simple plan to work on their goal 			
C10 use some features and conventions of language to express meaning in their writing and representing, including <ul style="list-style-type: none"> • complete simple sentences, and begin to use compound sentences • some paragraph divisions • generally correct noun-pronoun and subject-verb agreement • past and present tenses • capital letters at the beginning of proper nouns and sentences • periods, question marks, or exclamation marks at the end of sentences • commas to separate in a series • words from their oral vocabulary, personal word list, and class lists • spelling words of more than one syllable, high-frequency irregular words, and regular plurals by applying phonic knowledge and skills and visual memory • attempting to spell unfamiliar words by applying phonic knowledge and skills and visual memory • conventional Canadian spelling of common words • letters printed legibly, consistent in shape and size, with appropriate spacing between letters and words 	P 40 1, 2, 3, 4, 5, 6 P 41 7, 8, 9, 10, 11 P 42 12, 13, 14, 15 P 43 16, 17, 18 P 44 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

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Level 12 to Grade 2

Mathematics British Columbia Curriculum, 2007 Specific Expectations	Canadian Achievement Tests, Fourth Edition (CAT-4)		
	Multiple-Choice Tests		Constructed-Response Tasks
	Mathematics	Computation and Estimation	Math Processes
Number			
A1 say the number sequence from 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] 			
A2 demonstrate if a number (up to 100) is even or odd [C, CN, PS, R]	P61 7		
A3 describe order or relative position using ordinal numbers (up to tenth) [C, CN, R]			
A4 represent and describe numbers to 100, concretely, pictorially, and symbolically [C, CN, V]	P51 8 P55 17 P58 1 P58 2		
A5 compare and order numbers up to 100 [C, CN, R, V]	P49 4 P53 11		
A6 estimate quantities to 100 using referents [C, ME, PS, R]	P62 9	P72 6, 7, 8	
A7 illustrate, concretely and pictorially, the meaning of place value for numerals to 100 [C, CN, R, V]	P53 12, 13 P55 17 P63 13		
A8 demonstrate and explain the effect of adding zero to or subtracting zero from any number [C, R]			
A9 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 • explaining that the order in which numbers are added does not affect the sum • explaining that the order in which numbers are subtracted may affect the difference [C, CN, ME, PS, R, V] 	P65 19	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 P 72 1, 2, 3, 4, 5, 6, P73 9 P74 11, 12	
A10 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 • addition for subtraction • to determine basic addition facts to 18 and related subtraction facts [C, CN, ME, R, V] 	P62 10	P73 10	

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	Multiple-Choice Tests		Constructed-Response Tasks
	Mathematics	Computation and Estimation	Math Processes
Patterns and Relations			
Patterns			
B1 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] 	P48 2 P54 14 P59 3 P62 10 P63 11 P64 16		
B2 demonstrate an understanding of increasing patterns by <ul style="list-style-type: none"> describing reproducing extending creating patterns using manipulatives, diagrams, sounds, and actions (numbers to 100) [C, CN, PS, R, V] 	P49 5 P57 22 P65 20 P66 21, 23 P67 24		
Variables and Equations			
B3 demonstrate and explain the meaning of equality and inequality by using manipulatives and diagrams (0 to 100) [C, CN, R, V]			
B4 record equalities and inequalities symbolically using the equal symbol or the not equal symbol [C, CN, R, V]			
Shape and Space			
Measurement			
C1 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]	P49 5 P56 21 P57 24		
C2 relate the size of a unit of measure to the number of units (limited to non-standard units) used to measure length and mass (weight) [C, CN, ME, R, V]	P54 16 P57 23		
C3 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]			
C4 measure length to the nearest non-standard 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]	P57 23 P64 15		
C5 demonstrate that changing the orientation of an object does not alter the measurements of its attributes [C, R, V]			

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	Mathematics	Computation and Estimation	Math Processes
3-D Objects and 2-D Shapes			
C6 sort 2-D shapes and 3-D objects using two attributes and explain the sorting rule [C, CN, R, V]			
C7 describe, compare, and construct 3-D objects, including <ul style="list-style-type: none"> • cubes • spheres • cones • cylinders • pyramids [C, CN, R, V] 	P49 6		
C8 describe, compare, and construct 2-D shapes, including <ul style="list-style-type: none"> • triangles • squares • rectangles • circles [C, CN, R, V] 	P54 15 P59 4 P60 6 P63 14 P66 22		
C9 identify 2-D shapes as parts of 3-D objects in the environment [C, CN, R, V]			
Statistics and Probability			
Data Analysis			
D1 gather and record data about self and others to answer questions [C, CN, PS, V]	P48 1 P49 3 P56 19, 20 P65 18		
D2 construct and interpret concrete graphs and pictographs to solve problems [C, CN, PS, R, V]	P50 7 P52 9, 10 P55 18 P62 8 P64 17		