

CAT-4 Match to the British Columbia Curriculum

Level 14 to Grade 4

Reading British Columbia Curriculum, 2006 Specific Outcomes	Canadian Achievement Tests, Fourth Edition (CAT-4)		
	Multiple-Choice Tests		Constructed-Response Tasks
	Reading	Vocabulary	Response to Text
B1 read fluently and demonstrate comprehension of a range of grade-appropriate literary texts, including <ul style="list-style-type: none"> • stories from various Aboriginal and other cultures • stories from a variety of genres (e.g., folktales, legends, autobiography, historical fiction) • poems that make obvious use of literary devices 	10, 27		5, 6
B2 read fluently and demonstrate comprehension of grade-appropriate information texts, such as <ul style="list-style-type: none"> • non-fiction books • textbooks and other instructional materials • materials that contain diagrams, charts, illustrations, or graphs • reports and articles from newspapers and children's magazines • reference material • web sites designed for children • instructions and procedures 	18, 21, 22, 23		1, 2, 4
B3 read and reread just-right texts independently for 30 minutes daily for enjoyment and to increase fluency and comprehension			
B4 view and demonstrate comprehension of visual texts (e.g., cartoons, illustrations, diagrams, posters, photographs, advertising)	41, 43		3, 4
B5 select and use strategies before reading and viewing to develop understanding of text, including <ul style="list-style-type: none"> • setting a purpose and constructing personal goals • accessing prior knowledge to make connections • making predictions • asking questions • previewing texts 			
B6 select and use strategies during reading and viewing to construct, monitor, and confirm meaning, including <ul style="list-style-type: none"> • predicting • making connections • visualizing • asking and answering questions • making inferences and drawing conclusions • using 'text features' • self-monitoring and self-correcting • figuring out unknown words • reading selectively • determining the importance of ideas/events • visually representing texts • summarizing and synthesizing 	3, 4, 11, 28, 31, 32, 33, 42, 44	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17	

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	Multiple-Choice Tests		Constructed-Response Tasks
	Reading	Vocabulary	Response to Text
B7 select and use strategies after reading and viewing to confirm and extend meaning, including <ul style="list-style-type: none"> • self-monitoring and self-correcting • generating and responding to questions • making inferences and drawing conclusions • reflecting and responding • visualizing • using 'text features' to locate information • using graphic organizers to record information • summarizing and synthesizing 	1, 2, 5, 8, 12, 14, 19, 20, 29, 34, 35, 36, 37, 39, 45, 46, 48		1, 2, 3, 4, 5, 6
B8 respond to selections they read or view, by <ul style="list-style-type: none"> • expressing an opinion with supporting evidence • explaining connections (text-to-self, text-to-text, text-to-world) • discussing and giving reasons for their choice of favourite texts 	15		3, 6
B9 read and view to improve and extend thinking, by <ul style="list-style-type: none"> • predicting and explaining • visualizing • distinguishing between fact and opinion • analysing texts to consider alternatives • drawing conclusions • recognizing alternative viewpoints • summarizing and synthesizing 	16, 17, 25, 38	18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40	2, 4, 5, 6
B10 reflect on and assess their reading and viewing, by <ul style="list-style-type: none"> • referring to class-generated criteria • setting goals and creating a plan for improvement • taking steps toward achieving goals 			
B11 explain how structures and features of text work to develop meaning, including <ul style="list-style-type: none"> • form, function, and genre of text (e.g., brochure about smoking to inform students; genre is persuasive) • 'text features' (e.g., copyright, table of contents, headings, index, glossary, diagrams, sidebars) • literary elements (e.g., character, setting, problem, plot, climax, conflict, theme, conclusion) • non-fiction elements (e.g., topic sentence, development of ideas with supporting details, central idea) • literary devices (e.g., imagery, sensory detail, simile, metaphor) • idiomatic expressions 	6, 7, 9, 13, 24, 26, 30, 40, 47		1, 2, 5, 6

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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 write clear, focussed personal writing for a range of purposes and audiences that demonstrates connections to personal experiences, ideas, and opinions, featuring <ul style="list-style-type: none"> clearly developed ideas using effective supporting details and explanations sentence fluency through a variety of sentence lengths and patterns, with some emerging fluidity experimentation with word choice by using new, different, more precise and powerful words an authentic voice demonstrating a developing writing style an organization that is meaningful, logical, and effective, and showcases a central idea or theme 			1, 2, 4
C2 write a variety of clear informational writing for a range of purposes and audiences, featuring <ul style="list-style-type: none"> clearly developed ideas by using clear, focussed, useful, and interesting details and explanations sentence fluency through a variety of sentence lengths and patterns, with some emerging fluidity word choice by using some new and precise words including content-specific vocabulary a voice demonstrating an appreciation of, interest in, and knowledge of the topic an organization that includes an introduction that states the purpose, with easy to follow and logically sequenced details, and an ending that makes sense 			3
C3 write a variety of imaginative writing modelled from literature, featuring <ul style="list-style-type: none"> well-developed ideas through the use of supporting details, especially interesting sensory detail sentence fluency through a variety of sentence lengths and patterns, with some emerging fluidity effective word choice by experimenting with new, more powerful and varied words, especially descriptive words a voice demonstrating some sense of individuality an organization that develops smoothly with a logical sequence, beginning with an engaging opening through to a satisfying ending 			5
C4 create meaningful visual representations that communicate personal response, information, and ideas relevant to the topic, featuring <ul style="list-style-type: none"> development of ideas through clear, focussed, and useful details connections to personal feelings, experiences, opinions, and information an expressive voice an organization in which key ideas are evident 			

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	Multiple-Choice Tests		Constructed-Response Tasks
	Writing Conventions	Spelling	Response to Text
C5 select and use strategies before writing and representing, including <ul style="list-style-type: none"> • setting a purpose • identifying an audience • selecting a genre and form from samples provided • developing class-generated criteria based on analysis of the form of writing or representing • generating, selecting, developing, and organizing ideas from personal interest, prompts, models of good literature, and/or graphics 			1, 2, 3, 4, 5
C6 select and use strategies during writing and representing to express and refine thoughts, including <ul style="list-style-type: none"> • referring to class-generated criteria • examining models of literature • combining multiple sources of information • consulting reference material • considering and applying feedback from conferences to revise ideas, organization, voice, word choice, and sentence fluency • ongoing revising and editing 	26, 27, 28, 37, 38, 39, 40		1, 2, 3, 4, 5
C7 select and use strategies after writing and representing to improve their work, including <ul style="list-style-type: none"> • checking their work against established criteria • reading aloud and listening for fluency • revising to enhance writing traits (e.g., ideas, sentence fluency, word choice, voice, organization) • editing for conventions (e.g., grammar and usage, capitalization, punctuation, spelling) 	29, 30, 31, 32, 33, 34, 35, 36		
C8 use writing and representing to express personal responses and relevant opinions in response to experiences and texts			5
C9 use writing and representing to extend thinking, by <ul style="list-style-type: none"> • developing explanations • expressing alternative viewpoints • creating new understandings 			1, 2, 3, 4
C10 reflect on and assess their writing and representing, by <ul style="list-style-type: none"> • referring to class-generated criteria • setting goals and creating a plan for improvement • taking steps toward achieving goals 			

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	Multiple-Choice Tests		Constructed-Response Tasks
	Writing Conventions	Spelling	Response to Text
C11 use the features and conventions of language to express meaning in their writing and representing, including <ul style="list-style-type: none"> • complete simple and compound sentences • paragraphs to show the beginning of new ideas • correct noun-pronoun agreement • past, present, and future tenses • capitalization to designate organizations and to indicate beginning of quotations • commas after introductory words in sentences and when citing addresses • capitalization and punctuation (e.g., commas, apostrophes, begin to use quotation marks and commas in dialogue) • spelling multi-syllable words by applying phonic knowledge and skills and visual memory • conventional Canadian spelling for familiar and frequently used words • spelling unfamiliar words by applying strategies (e.g., phonic knowledge, use of common spelling patterns, dictionaries, word walls, thesaurus) • legible writing that demonstrates awareness of alignment, shape, and slant • spacing words and sentences consistently on a line and page 	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	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	1, 2, 3, 4, 5

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Mathematics British Columbia Curriculum, 2009 Specific Expectations	Canadian Achievement Tests, Fourth Edition (CAT-4)		
	Multiple-Choice Tests		Constructed-Response Tasks
	Mathematics	Computation and Estimation	Math Processes
<i>Number</i>			
A1 represent and describe whole numbers to 10 000, pictorially and symbolically	19, 58		
A2 compare and order numbers to 10 000	51		
A3 demonstrate an understanding of addition of numbers with answers to 10 000 and their corresponding subtractions (limited to 3 and 4-digit numerals) by using personal strategies for adding and subtracting estimating sums and differences solving problems involving addition and subtraction		1, 3, 4, 5, 6, 7, 8, 11, 13, 14, 19, 22, 29	
A4 explain the properties of 0 and 1 for multiplication, and the property of 1 for division [C, CN, R]			
A4 explain the properties of 0 and 1 for multiplication, and the property of 1 for division [C, CN, R]			
A5 describe and apply mental mathematics strategies, such as <ul style="list-style-type: none"> • skip counting from a known fact • using doubling or halving • using doubling or halving and adding or subtracting one more group • using patterns in the 9s facts using repeated doubling to determine basic multiplication facts to and related division facts 			
A6 demonstrate an understanding of multiplication (2- or 3-digit by 1-digit) to solve problems by <ul style="list-style-type: none"> • using personal strategies for multiplication with and without concrete materials • using arrays to represent multiplication • connecting concrete representations to symbolic representations • estimating products 	1, 36	2, 9, 10, 12, 15, 17, 20, 23, 30, 34, 35	
A7 demonstrate an understanding of division (1-digit divisor and up to 2-digit dividend) to solve problems by <ul style="list-style-type: none"> • using personal strategies for dividing with and without concrete materials • estimating quotients • relating division to multiplication 	37, 59	21, 26, 27, 31, 32, 33, 36	
A8 demonstrate an understanding of fractions less than or equal to one by using concrete and pictorial representations to <ul style="list-style-type: none"> • name and record fractions for the parts of a whole or a set • compare and order fractions • model and explain that for different wholes, two identical fractions may not represent the same quantity • provide examples of where fractions are used 			
A9 describe and represent decimals (tenths and hundredths) concretely, pictorially, and symbolically	22, 24, 32		

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	Multiple-Choice Tests		Constructed-Response Tasks
	Mathematics	Computation and Estimation	Math Processes
A10 relate decimals to fractions (to hundredths)	29, 48		
A11 demonstrate an understanding of addition and subtraction of decimals (limited to hundredths) by <ul style="list-style-type: none"> • using compatible numbers • estimating sums and differences • using mental math strategies to solve problems 	25, 49	16, 18, 24, 25, 28	
Foundational Skills			
<i>Patterns and Relations</i>			
B1 identify and describe patterns found in tables and charts, including a multiplication chart	6, 10, 50		
B2 reproduce a pattern shown in a table or chart using concrete materials	43		
B3 represent and describe patterns and relationships using charts and tables to solve problems	16		
B4 identify and explain mathematical relationships using charts and diagrams to solve problems	44, 45		
B5 express a given problem as an equation in which a symbol is used to represent an unknown number	56		
B6 solve one-step equations involving a symbol to represent an unknown number	18, 21		
Foundational Patterning Skills	11, 20, 26, 39, 53		
<i>Shape and Space</i>			
C1 read and record time using digital and analog clocks, including 24-hour clocks			
C2 read and record calendar dates in a variety of formats	43		
C3 demonstrate an understanding of area of regular and irregular 2-D shapes by <ul style="list-style-type: none"> • recognizing that area is measured in square units • selecting and justifying referents for the units cm² or m² • estimating area by using referents for cm² or m² • determining and recording area (cm² or m²) • constructing different rectangles for a given area (cm² or m²) in order to demonstrate that many different rectangles may have the same area 	2, 5, 12		
C4 describe and construct rectangular and triangular prisms	3, 8, 13		
C5 demonstrate an understanding of line symmetry by <ul style="list-style-type: none"> • identifying symmetrical 2-D shapes • creating symmetrical 2-D shapes • drawing one or more lines of symmetry in a 2-D shape 	4, 7, 9, 15		
Foundational Skills	17, 23, 28, 30, 31, 33, 38, 40, 41, 52, 60		

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	Multiple-Choice Tests		Constructed-Response Tasks
	Mathematics	Computation and Estimation	Math Processes
<i>Statistics and Probability</i>			
D1 demonstrate an understanding of many-to-one correspondence			
D2 .construct and interpret pictographs and bar graphs involving many-to-one correspondence to draw conclusions	14, 27, 34, 35, 46, 54, 55		
Foundational Data Skills	42, 47		