

CAT-4 Match to the British Columbia Curriculum

Level 15 to Grade 5

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
<i>Purposes (Reading and Viewing)</i>			
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 • literature from Canada and other countries • stories from a variety of genres (e.g., myths, fantasy) • poems that make use of literary devices 			5, 6
B2 read fluently and demonstrate comprehension of grade-appropriate information texts , including <ul style="list-style-type: none"> • non-fiction books • textbooks and other instructional materials • visual or graphic materials • reports and articles from magazines • newspapers • reference material • appropriate web sites • instructions and procedures 			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., signs, cartoons, illustrations, newspapers,			3
<i>Strategies (Reading and Viewing)</i>			
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 considering personal reading 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 • summarizing and synthesizing 	1, 3, 12, 19, 27, 33, 35, 39, 41, 43, 48	16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30	

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	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 	2, 4, 8, 9, 13, 14, 18, 25, 26, 28, 42, 47	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40	1, 2, 3, 4, 5, 6
<i>Thinking (Reading and Viewing)</i>			
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, and text-to-world) • identifying personally meaningful selections, passages, and images 	5, 36		2, 3, 5, 6
B9 read and view to improve and extend thinking, by <ul style="list-style-type: none"> • developing explanations • distinguishing between fact and opinion • analysing texts to consider alternatives • drawing conclusions • comparing various viewpoints • summarizing and synthesizing 	16, 23, 24, 29, 31		1, 2, 4
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 			
<i>Features (Reading and Viewing)</i>			
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, pull-quotes) • literary elements (e.g., character, setting, problem, plot, climax, conflict, theme, conclusion, resolution) • 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, 10, 11, 15, 17, 20, 21, 22, 30, 32, 34, 37, 38, 40, 44, 45, 46		1, 3

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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
<i>Purposes (Writing and Representing)</i>			
C1 write a variety of 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 by using effective supporting details, explanations, and comparisons sentence fluency through sentence variety and lengths, with increasing rhythm and flow effective word choice by using a greater number of new, powerful, and more precise words an emerging and honest voice an organization that is meaningful, logical, and effective, and showcases a central idea or theme 			2, 4
C2 write a variety of clear, focussed informational writing for a range of purposes and audiences, featuring <ul style="list-style-type: none"> clearly developed ideas by using interesting supporting details and explanations sentence fluency through clear, well-constructed sentences that demonstrate a variety of sentence lengths and patterns, with an increasingly fluid style effective word choice through the use of new words, words selected for specificity, and powerful adverbs and verbs a voice demonstrating an appreciation of, and interest in, the topic an organization that includes a purposeful introduction, followed by a well-developed and logical sequence of details, with a conclusion that summarizes the details 			1, 3
C3 write a variety of imaginative writing for a range of purposes and audiences, including short stories, passages, and poems 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 increasing fluidity effective word choice by using engaging figurative and sensory language a voice demonstrating an emerging sense of individuality an organization that includes an engaging opening, followed by a sequence of effectively described ideas that leads to a satisfying conclusion 			5
C4 create meaningful visual representations for a variety of purposes and audiences that communicate personal response, information, and ideas relevant to the topic, featuring <ul style="list-style-type: none"> development of ideas by making connections to personal feelings, experiences, opinions, and information an expressive voice an organization in which key ideas are evident 			

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	Writing Conventions	Spelling	Response to Text
<i>Strategies (Writing and Representing)</i>			
C5 select and use strategies before writing and representing, including <ul style="list-style-type: none"> • setting a purpose • identifying an audience, genre, and form • analysing examples of successful writing and representing in different forms and genres to identify key criteria • 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 • analysing models of literature • accessing multiple sources of information • consulting reference materials • considering and applying feedback to revise ideas, organization, voice, word choice, and sentence fluency • ongoing revising and editing 	15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25		
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 • 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) 			1, 2, 3, 4, 5
<i>Thinking (Writing and Representing)</i>			
C8 use writing and representing to express personal responses and relevant opinions about experiences and texts			1, 4, 5
C9 use writing and representing to extend thinking, by <ul style="list-style-type: none"> • developing explanations • expressing alternative opinions or perspectives • exploring new ideas (e.g., expressing an unfamiliar viewpoint) 			2, 3
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
<i>Thinking (Writing and Representing)</i>			
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 and begin to use complex sentences • effective paragraphing • past, present, and future tenses • capitalization in titles, headings, and subheadings • passages of dialogue indicated with quotation marks and paragraphs • appropriate uses of apostrophes • 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 with alignment, shape, and slant 	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40	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	Canadian Achievement Tests, Fourth Edition (CAT-4)		
	Multiple-Choice Tests		Constructed-Response Tasks
	Mathematics	Computation	Math Processes
<i>Number</i>			
A1 represent and describe whole numbers to 1 000 000 [C, CN, V, T]	1, 5, 12, 14		
A2 use estimation strategies including <ul style="list-style-type: none"> • front-end rounding • compensation • compatible numbers in problem-solving contexts [C, CN, ME, PS, R, V]	30, 34, 37	6, 30, 32, 34	
A3 apply mental mathematics strategies and number properties, such as <ul style="list-style-type: none"> • skip counting from a known fact • using doubling or halving • using patterns in the 9s facts • using repeated doubling or halving to determine answers for basic multiplication facts to 81 and related division facts [C, CN, ME, R, V]	28, 41, 50		
A4 apply mental mathematics strategies for multiplication, such as <ul style="list-style-type: none"> • annexing then adding zero • halving and doubling • using the distributive property [C, ME, R]			
A5 demonstrate an understanding of multiplication (2-digit by 2-digit) to solve problems [C, CN, PS, V]		2, 13, 17, 19, 24, 33, 35	
A6 Demonstrate, with and without concrete materials, an understanding of division (3-digit by 1-digit) and interpret remainders to solve problems [C, CN, PS]	60	3, 26, 31, 36	
A7 demonstrate an understanding of fractions by using concrete and pictorial representations to <ul style="list-style-type: none"> • create sets of equivalent fractions • compare fractions with like and unlike denominators [C, CN, PS, R, V]			
A8 describe and represent decimals (tenths, hundredths, thousandths) concretely, pictorially, and symbolically [C, CN, R, V]	11, 48, 54, 58, 59	22, 27	
A9 relate decimals to fractions (to thousandths) [CN, R, V]	29		
A10 compare and order decimals (to thousandths) by using <ul style="list-style-type: none"> • benchmarks • place value • equivalent decimals [CN, R, V]			

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	Multiple-Choice Tests		Constructed-Response Tasks
	Mathematics	Computation and Estimation	Math Processes
A11 demonstrate an understanding of addition and subtraction of decimals (limited to thousandths) [C, CN, PS, R, V]	19, 36	4, 5, 10, 14, 15, 16, 18, 20, 21, 25, 29	
Foundational Skills (add, subtract whole numbers)	32, 41, 42, 45	1, 7, 8, 9, 11, 12, 23, 28	
<i>Patterns and Relations</i>			
B1 determine the pattern rule to make predictions about subsequent elements [C, CN, PS, R, V]	13, 15, 18, 24, 31, 35, 40, 55		
B2 solve problems involving single variable, one-step equations with whole number coefficients and whole number solutions [C, CN, PS, R]	6, 7, 22		
<i>Shape and Space</i>			
C1 design and construct different rectangles given either perimeter or area, or both (whole numbers) and draw conclusions [C, CN, PS, R, V]	27, 47, 49, 56		
C2 demonstrate an understanding of measuring length (mm) by <ul style="list-style-type: none"> selecting and justifying referents for the unit mm modelling and describing the relationship between mm and cm units, and between mm and m units [C, CN, ME, PS, R, V]	33, 44		
C3 demonstrate an understanding of volume by <ul style="list-style-type: none"> selecting and justifying referents for cm³ or m³ units estimating volume by using referents for cm³ or m³ measuring and recording volume (cm³ or m³) constructing rectangular prisms for a given volume [C, CN, ME, PS, R, V]			
C4 demonstrate an understanding of capacity by <ul style="list-style-type: none"> describing the relationship between mL and L selecting and justifying referents for mL or L units estimating capacity by using referents for mL or L measuring and recording capacity (mL or L) [C, CN, ME, PS, R, V]			
C5 describe and provide examples of edges and faces of 3-D objects, and sides of 2-D shapes that are <ul style="list-style-type: none"> parallel intersecting perpendicular vertical horizontal [C, CN, R, T, V]	3, 10, 17		

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	Mathematics	Computation and Estimation	Math Processes
C6 identify and sort quadrilaterals, including <ul style="list-style-type: none"> • rectangles • squares • trapezoids • parallelograms • rhombuses according to their attributes [C, R, V]	4, 23, 53		
C7 perform a single transformation (translation, rotation, or reflection) of a 2-D shape (with and without technology) and draw and describe the image [C, CN, T, V]	20		
C8 identify a single transformation, including a translation, rotation, and reflection of 2-D shapes [C, T, V]	2, 8, 9, 16		
Statistics and Probability			
D1 differentiate between first-hand and second-hand data [C, R, T, V]			
D2 construct and interpret double bar graphs to draw conclusions [C, PS, R, T, V]	52, 57		
D3 describe the likelihood of a single outcome occurring using words such as <ul style="list-style-type: none"> • impossible • possible • certain [C, CN, PS, R]	25, 43		
D4 compare the likelihood of two possible outcomes occurring using words such as <ul style="list-style-type: none"> • less likely • equally likely • more likely [C, CN, PS, R]			
Foundational Data Skills	26, 38, 39, 51, 52, 57		