

# CAT-4 Match to the British Columbia Curriculum

Level 16 to Grade 6

| <b>Reading</b><br>British Columbia Curriculum, 2006<br>Specific Outcomes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <i>Canadian Achievement Tests, Fourth Edition (CAT-4)</i> |                                                                                                                                                       |                            |
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|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Multiple-Choice Tests                                     |                                                                                                                                                       | Constructed-Response Tasks |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Reading                                                   | Vocabulary                                                                                                                                            | Response to Text           |
| <i>Purposes (Reading and Viewing)</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                           |                                                                                                                                                       |                            |
| B1 read fluently and demonstrate comprehension and interpretation of a range of grade-appropriate literary texts, featuring variety in theme and writing techniques, including <ul style="list-style-type: none"> <li>• stories from Aboriginal and other cultures</li> <li>• literature from Canada and other countries</li> <li>• short stories and novels exposing students to unfamiliar contexts</li> <li>• short plays that are straightforward in form and content</li> <li>• poetry in a variety of forms</li> </ul>                                                        |                                                           |                                                                                                                                                       | 5, 6                       |
| B2 read fluently and demonstrate comprehension of grade-appropriate information texts with some specialized language, including <ul style="list-style-type: none"> <li>• non-fiction books</li> <li>• textbooks and other instructional materials</li> <li>• visual or graphic materials</li> <li>• reports and articles from magazines and journals</li> <li>• reference materials</li> <li>• appropriate web sites</li> <li>• instructions and procedures</li> <li>• advertising and promotional materials</li> </ul>                                                             |                                                           |                                                                                                                                                       | 1, 2, 4                    |
| B3 read and reread just-right texts for at least 30 minutes daily for enjoyment and to increase fluency and comprehension                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                           |                                                                                                                                                       |                            |
| B4 demonstrate comprehension of visual texts with specialized features                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | 1, 6, 9, 13, 14, 15, 41, 46, 47, 48                       |                                                                                                                                                       | 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"> <li>• setting a purpose and considering personal reading goals</li> <li>• accessing prior knowledge to make connections</li> <li>• making predictions</li> <li>• asking questions</li> <li>• previewing texts</li> </ul>                                                                                                                                                                                                                     |                                                           |                                                                                                                                                       |                            |
| B6 select and use strategies during reading and viewing to construct, monitor, and confirm meaning, including <ul style="list-style-type: none"> <li>• predicting</li> <li>• making connections</li> <li>• visualizing</li> <li>• asking and answering questions</li> <li>• making inferences and drawing conclusions</li> <li>• using 'text features'</li> <li>• self-monitoring and self-correcting</li> <li>• figuring out unknown words</li> <li>• reading selectively</li> <li>• determining the importance of ideas/events</li> <li>• summarizing and synthesizing</li> </ul> | 2, 3, 4, 7, 10, 12, 16, 21, 26, 29, 33, 34, 35, 36, 38    | 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, 34, 35, 36, 37, 38, 39, 40 | 1, 2, 3, 4, 5, 6           |

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| Reading<br>British Columbia Curriculum, 2006<br>Specific Outcomes                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Canadian Achievement Tests, Fourth Edition (CAT-4) |            |                            |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------|------------|----------------------------|
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | 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"> <li>• self-monitoring and self-correcting</li> <li>• generating and responding to questions</li> <li>• making inferences and drawing conclusions</li> <li>• reflecting and responding</li> <li>• visualizing</li> <li>• using 'text features' to locate information</li> <li>• using graphic organizers to record information</li> <li>• summarizing and synthesizing</li> </ul> | 5, 8, 17, 20, 22, 27, 30, 31, 37, 42               |            | 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"> <li>• expressing opinions and making judgments supported by explanations and evidence</li> <li>• explaining connections (text-to-self, text-to-text, and text-to-world)</li> <li>• identifying personally meaningful selections, passages, and images</li> </ul>                                                                                                                                                                  | 40                                                 |            | 1, 3, 4, 5                 |
| B9 read and view to improve and extend thinking, by <ul style="list-style-type: none"> <li>• analysing texts and developing explanations</li> <li>• comparing various viewpoints</li> <li>• summarizing and synthesizing to create new ideas</li> </ul>                                                                                                                                                                                                                                                             | 19, 23, 25, 32, 39                                 |            | 1, 2, 5, 6                 |
| B10 reflect on and assess their reading and viewing, by <ul style="list-style-type: none"> <li>• referring to class-generated criteria</li> <li>• setting goals and creating a plan for improvement</li> <li>• taking steps toward achieving goals</li> </ul>                                                                                                                                                                                                                                                       |                                                    |            |                            |
| <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"> <li>• form, function, and genre of text</li> <li>• 'text features'</li> <li>• literary elements</li> <li>• non-fiction elements</li> <li>• literary devices</li> <li>• idiomatic expressions</li> </ul>                                                                                                                                                                                       | 11, 18, 24, 28, 43, 44, 45                         |            | 3, 4, 5                    |

# CAT-4 Match to the British Columbia Curriculum

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| <b>Writing</b><br>British Columbia Curriculum, 2006<br>Specific Outcomes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <i>Canadian Achievement Tests, Fourth Edition (CAT-4)</i> |          |                            |
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|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | 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"> <li>clearly developed ideas by using effective supporting details, explanations, comparisons, and insights</li> <li>sentence fluency through sentence variety and lengths with increasing rhythm and flow</li> <li>effective word choice through the use of an increasing number of new, varied, and powerful words</li> <li>an honest voice</li> <li>an organization that is meaningful, logical, and effective, and showcases a central idea or theme</li> </ul>                                                                                                                                                                                                         |                                                           |          | 1                          |
| C2 write a variety of effective informational writing for a range of purposes and audiences that communicates ideas to inform or persuade, featuring <ul style="list-style-type: none"> <li>clearly developed ideas by using focussed and useful supporting details, analysis, and explanations</li> <li>sentence fluency through clear, well-constructed sentences that demonstrate a variety of lengths and patterns, with an increasingly fluid style</li> <li>effective word choice through the use of new vocabulary, words selected for their specificity, and powerful adverbs and verbs</li> <li>a voice demonstrating an appreciation and interest in the topic</li> <li>an organization with an inviting lead that clearly indicates the purpose, and flows smoothly with logically sequenced paragraphs or sections to a satisfying conclusion that summarizes the details</li> </ul> |                                                           |          | 2, 3, 4                    |
| 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"> <li>well-developed ideas through the use of interesting sensory detail</li> <li>sentence fluency through a variety of sentence lengths and patterns, with increasing fluidity</li> <li>effective word choice by using engaging figurative and sensory language</li> <li>an authentic voice</li> <li>an organization that includes an enticing opening, followed by a sequence of effective detail which elaborates events, ideas, and images, that lead to an imaginative or interesting conclusion</li> </ul>                                                                                                                                                                              |                                                           |          | 5                          |

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|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Multiple-Choice Tests                              |          | Constructed-Response Tasks |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Writing Conventions                                | Spelling | Response to Text           |
| <p>C4 create meaningful visual representations for a variety of purposes and audiences that communicate personal response, information, and ideas relevant to the topic, featuring</p> <ul style="list-style-type: none"> <li>development of ideas using clear, focussed, and useful details, and by making connections to personal feelings, experiences, opinions, and information</li> <li>an expressive voice</li> <li>an organization in which key ideas are evident</li> </ul>                               |                                                    |          |                            |
| <i>Strategies (Writing and Representing)</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                    |          |                            |
| <p>C5 select and use strategies before writing and representing, including setting a purpose</p> <ul style="list-style-type: none"> <li>identifying an audience, genre, and form</li> <li>analysing examples of successful writing and representing in different forms and genres to identify key criteria</li> <li>developing class-generated criteria</li> <li>generating, selecting, developing, and organizing ideas from personal interest, prompts, texts, and/or research</li> </ul>                        |                                                    |          | 1, 2, 3, 4, 5              |
| <p>C6 select and use strategies during writing and representing to express and refine thoughts, including</p> <ul style="list-style-type: none"> <li>referring to class-generated criteria</li> <li>analysing models of literature</li> <li>accessing multiple sources of information</li> <li>consulting reference materials</li> <li>considering and applying feedback from conferences to revise ideas, organization, voice, word choice, and sentence fluency</li> <li>ongoing revising and editing</li> </ul> |                                                    |          | 1, 2, 3, 4, 5              |
| <p>C7 select and use strategies after writing and representing to improve their work, including</p> <ul style="list-style-type: none"> <li>checking their work against established criteria</li> <li>reading aloud and listening for fluency</li> <li>revising to enhance writing traits</li> <li>editing for conventions</li> </ul>                                                                                                                                                                               | 27, 28, 29, 30, 31, 32, 33, 34, 35                 |          | 1, 2, 3, 4, 5              |
| <i>Thinking (Writing and Representing)</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                    |          |                            |
| <p>C8 use writing and representing to express personal responses and relevant opinions about experiences and texts</p>                                                                                                                                                                                                                                                                                                                                                                                             |                                                    |          | 1, 5                       |
| <p>C9 use writing and representing to extend thinking, by</p> <ul style="list-style-type: none"> <li>developing explanations</li> <li>analysing the relationships in ideas and information</li> <li>exploring new ideas</li> </ul>                                                                                                                                                                                                                                                                                 |                                                    |          | 2, 3                       |
| <p>C10 reflect on and assess their writing and representing, by</p> <ul style="list-style-type: none"> <li>referring to class-generated criteria</li> <li>setting goals and creating a plan for improvement</li> <li>taking steps toward achieving goals</li> </ul>                                                                                                                                                                                                                                                |                                                    |          |                            |

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| <b>Writing</b><br>British Columbia Curriculum, 2006<br>Specific Outcomes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Canadian Achievement Tests, Fourth Edition (CAT-4)                                                                                     |                                                                                                                                 |                            |
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|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Multiple-Choice Tests                                                                                                                  |                                                                                                                                 | Constructed-Response Tasks |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Writing Conventions                                                                                                                    | Spelling                                                                                                                        | Response to Text           |
| <i>Features (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"> <li>• complete simple, compound, and complex sentences</li> <li>• subordinate (i.e., dependent) clauses</li> <li>• comparative and superlative forms of adjectives</li> <li>• past, present, and future tenses</li> <li>• effective paragraphing</li> <li>• effective use of punctuation and quotation marks</li> <li>• conventional Canadian spelling for familiar and frequently used words</li> <li>• spelling unfamiliar words by applying strategies</li> <li>• legible writing appropriate to context and purpose</li> </ul> | 1, 2, 3, 4, 5, 6,<br>7, 8, 9, 10, 11,<br>12, 13, 14, 15,<br>16, 17, 18, 19,<br>20, 21, 22, 23,<br>24, 25, 26,<br>36, 37, 38, 39,<br>40 | 1, 2, 3, 4, 5, 6,<br>7, 8, 9, 10, 11,<br>12, 13, 14, 15,<br>16, 17, 18, 19,<br>20, 21, 22, 23,<br>24, 25, 26, 27,<br>28, 29, 30 | 1, 2, 3, 4, 5              |

# CAT-4 Match to the British Columbia Curriculum

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| Mathematics<br>British Columbia<br>Curriculum, 2009                                                                                                                                                                              | Canadian Achievement Tests, Fourth Edition (CAT-4) |                                              |                            |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------|----------------------------------------------|----------------------------|
|                                                                                                                                                                                                                                  | Multiple-Choice Tests                              |                                              | Constructed-Response Tasks |
|                                                                                                                                                                                                                                  | Mathematics                                        | Computation                                  | Math Processes             |
| <i>Number</i>                                                                                                                                                                                                                    |                                                    |                                              |                            |
| A1 demonstrate an understanding of place value for numbers<br>• greater than one million<br>• less than one thousandth<br>[C, CN, R, T]                                                                                          | 15, 31, 48                                         | 22                                           |                            |
| A2 solve problems involving large numbers, using technology [ME, PS, T]                                                                                                                                                          | 17, 23, 52, 59                                     |                                              |                            |
| A3 demonstrate an understanding of factors and multiples by<br>• determining multiples and factors of numbers less than 100<br>• identifying prime and composite numbers<br>• solving problems involving multiples<br>[PS, R, V] | 60                                                 |                                              |                            |
| A4 relate improper fractions to mixed numbers<br>[CN, ME, R, V]                                                                                                                                                                  | 44                                                 |                                              |                            |
| A5 demonstrate an understanding of ratio, concretely, pictorially, and symbolically<br>[C, CN, PS, R, V]                                                                                                                         | 29, 49, 57                                         |                                              |                            |
| A6 demonstrate an understanding of percent (limited to whole numbers) concretely, pictorially, and symbolically<br>[C, CN, PS, R, V]                                                                                             | 27, 50, 53                                         |                                              |                            |
| A7 demonstrate an understanding of integers, concretely, pictorially, and symbolically<br>[C, CN, R, V]                                                                                                                          | 55                                                 |                                              |                            |
| A8 demonstrate an understanding of multiplication and division of decimals (1-digit whole number multipliers and 1-digit natural number divisors)<br>[C, CN, ME, PS, R, V]                                                       |                                                    | 1, 3, 20, 23, 24, 25, 28, 29, 31, 32, 34, 35 |                            |
| A9 explain and apply the order of operations, excluding exponents, with and without technology (limited to whole numbers)<br>[CN, ME, PS, T]                                                                                     |                                                    | 17, 27, 30, 36                               |                            |
| Foundational Skills                                                                                                                                                                                                              |                                                    |                                              |                            |
| Decimals                                                                                                                                                                                                                         | 19, 44, 53                                         | 2, 8, 9, 13, 16, 18, 21, 26                  |                            |
| Whole Numbers                                                                                                                                                                                                                    | 60                                                 | 4, 5, 6, 7, 10, 11, 12, 14, 15, 19, 33       |                            |
| Fractions                                                                                                                                                                                                                        | 55, 57                                             |                                              |                            |
| <i>Patterns and Relations</i>                                                                                                                                                                                                    |                                                    |                                              |                            |
| B1 demonstrate an understanding of the relationships within tables of values to solve problems<br>[C, CN, PS, R]                                                                                                                 |                                                    |                                              |                            |
| B2 represent and describe patterns and relationships using graphs and tables<br>[C, CN, ME, PS, R, V]                                                                                                                            | 34, 35, 36                                         |                                              |                            |

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| Mathematics<br>British Columbia<br>Curriculum, 2009                                                                                                                                                                                                                                                                                                                                                                                                                                   | Canadian Achievement Tests, Fourth Edition (CAT-4) |                               |                            |
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|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Multiple-Choice Tests                              |                               | Constructed-Response Tasks |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Mathematics                                        | Computation<br>and Estimation | Math Processes             |
| B3 represent generalizations arising from number relationships using equations with letter variables.<br>[C, CN, PS, R, V]                                                                                                                                                                                                                                                                                                                                                            | 6, 7                                               |                               |                            |
| B4 demonstrate and explain the meaning of preservation of equality concretely, pictorially, and symbolically<br>[C, CN, PS, R, V]                                                                                                                                                                                                                                                                                                                                                     |                                                    |                               |                            |
| Foundational Patterning Skills                                                                                                                                                                                                                                                                                                                                                                                                                                                        | 4, 5, 18, 20, 28                                   |                               |                            |
| <i>Shape and Space</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                    |                               |                            |
| C1 demonstrate an understanding of angles by <ul style="list-style-type: none"> <li>identifying examples of angles in the environment</li> <li>classifying angles according to their measure</li> <li>estimating the measure of angles using <math>45^\circ</math>, <math>90^\circ</math>, and <math>180^\circ</math> as reference angles</li> <li>determining angle measures in degrees</li> <li>drawing and labeling angles when the measure is specified</li> </ul> [C, CN, ME, V] | 25, 42                                             |                               |                            |
| C2 demonstrate that the sum of interior angles is: <ul style="list-style-type: none"> <li><math>180^\circ</math> in a triangle</li> <li><math>360^\circ</math> in a quadrilateral</li> </ul> [C, R]                                                                                                                                                                                                                                                                                   |                                                    |                               |                            |
| C3 develop and apply a formula for determining the <ul style="list-style-type: none"> <li>perimeter of polygons</li> <li>area of rectangles</li> <li>volume of right rectangular prisms</li> </ul> [C, CN, PS, R, V]                                                                                                                                                                                                                                                                  | 32, 51<br>22, 47                                   |                               |                            |
| C4 construct and compare triangles, including <ul style="list-style-type: none"> <li>scalene</li> <li>isosceles</li> <li>equilateral</li> <li>right</li> <li>obtuse</li> <li>acute</li> </ul> in different orientations<br>[C, PS, R, V]                                                                                                                                                                                                                                              | 14                                                 |                               |                            |
| C5 describe and compare the sides and angles of regular and irregular polygons<br>[C, PS, R, V]                                                                                                                                                                                                                                                                                                                                                                                       | 33, 54                                             |                               |                            |
| Foundational Measurement Skills                                                                                                                                                                                                                                                                                                                                                                                                                                                       | 13, 16, 22, 46, 58                                 |                               |                            |
| C6 perform a combination of translation(s), rotation(s) and/or reflection(s) on a single 2-D shape, with and without technology, and draw and describe the image<br>[C, CN, PS, T, V]                                                                                                                                                                                                                                                                                                 | 1, 24, 41                                          |                               |                            |
| C7 perform a combination of successive transformations of 2-D shapes to create a design, and identify and describe the transformations<br>[C, CN, T, V]                                                                                                                                                                                                                                                                                                                               |                                                    |                               |                            |

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|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------|-------------------------------|----------------------------|
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Multiple-Choice Tests                              |                               | Constructed-Response Tasks |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Mathematics                                        | Computation<br>and Estimation | Math Processes             |
| C8 identify and plot points in the first quadrant of a Cartesian plane using whole number ordered pairs<br>[C, CN, V]                                                                                                                                                                                                                                                                                                                                                                                                                              | 2                                                  |                               |                            |
| C9 perform and describe single transformations of a 2-D shape in the first quadrant of a Cartesian plane (limited to whole number vertices)<br>[C, CN, PS, T, V]                                                                                                                                                                                                                                                                                                                                                                                   | 3                                                  |                               |                            |
| Foundational Spatial Skills                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | 21, 26, 40, 43, 54                                 |                               |                            |
| <i>Statistics and Probability</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                    |                               |                            |
| D1 create, label, and interpret line graphs to draw conclusions<br>[C, CN, PS, R, V]                                                                                                                                                                                                                                                                                                                                                                                                                                                               | 8                                                  |                               |                            |
| D2 select, justify, and use appropriate methods of collecting data, including <ul style="list-style-type: none"> <li>• questionnaires</li> <li>• experiments</li> <li>• databases</li> <li>• electronic media</li> </ul> [C, PS, T]                                                                                                                                                                                                                                                                                                                |                                                    |                               |                            |
| D3 graph collected data and analyze the graph to solve problems<br>[C, CN, PS]                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | 10, 38, 57                                         |                               |                            |
| D4 demonstrate an understanding of probability by <ul style="list-style-type: none"> <li>• identifying all possible outcomes of a probability experiment</li> <li>• differentiating between experimental and theoretical probability</li> <li>• determining the theoretical probability of outcomes in a probability experiment</li> <li>• determining the experimental probability of outcomes in a probability experiment</li> <li>• comparing experimental results with the theoretical probability for an experiment</li> </ul> [C, ME, PS, T] | 11, 12, 30, 39, 56, 37                             |                               |                            |