

# CAT-4 Match to the British Columbia Curriculum

Level 17 to Grade 7

<b>Reading</b> British Columbia Curriculum, 2006 Specific Outcomes	Canadian Achievement Tests, Fourth Edition (CAT-4)		
	Multiple-Choice Tests		Constructed-Response Tasks
	Reading	Vocabulary	Response to Text
<b>Purposes (Reading and Viewing)</b>			
B1 read fluently and demonstrate comprehension and interpretation of a range of grade-appropriate literary texts, featuring some complexity in theme and writing techniques, including <ul style="list-style-type: none"> <li>• stories from Aboriginal and other cultures</li> <li>• literature reflecting a variety of ancient and modern cultures</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>	1, 2, 3, 4, 5, 6, 7, 8  9, 10, 11, 12, 13, 14, 15, 16, 17, 18  36, 37, 38, 39, 40, 41		2, 5, 6
B2 read fluently and demonstrate comprehension of grade-appropriate information texts with some specialized language and some complex ideas, 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</li> <li>• reference materials</li> <li>• appropriate web sites</li> <li>• instructions and procedures</li> <li>• advertising and promotional materials</li> </ul>	28, 29, 30, 33, 34, 35  21, 22, 25, 42, 43, 44, 45, 46, 47, 48  31, 32  24  19, 20, 23, 26, 27		1, 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 and complex ideas	21, 22, 25, 43, 44, 48		3, 4
<b>Strategies (Reading and Viewing)</b>			
B5 select and use various 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 and share connections</li> <li>• making predictions</li> <li>• asking questions</li> <li>• previewing texts</li> </ul>			

<p>B6 select and use various strategies during reading and viewing to construct, monitor, and confirm meaning, including</p> <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>	<p>30, 36</p> <p>15, 38</p> <p>1, 11, 28, 35</p> <p>4, 12, 32</p> <p>3, 47</p> <p>31</p> <p>5, 23, 37, 46</p>	<p>Figuring out unknown words - 1,2,3,4,5 ... 40</p>	<p>2, 5</p>
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	Multiple-Choice Tests		Constructed-Response Tasks
	Reading	Vocabulary	Response to Text
B7 select and use various 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> </ul>	2, 7, 42		1, 3, 5, 6
<ul style="list-style-type: none"> <li>• reflecting and responding</li> <li>• visualizing</li> <li>• using 'text features' to locate information</li> <li>• using graphic organizers to record information</li> </ul>	13		
<ul style="list-style-type: none"> <li>• summarizing and synthesizing</li> </ul>	35		
	10, 16, 33		
<b>Thinking (Reading and Viewing)</b>			
B8 respond to selections they read or view, by <ul style="list-style-type: none"> <li>• expressing opinions and making judgments supported by reasons, 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>			2, 3, 4, 6
B9 read and view to improve and extend thinking, by <ul style="list-style-type: none"> <li>• analysing and evaluating ideas and information</li> <li>• comparing various viewpoints</li> <li>• summarizing and synthesizing to create new ideas</li> </ul>	17, 18, 20, 27, 29		1, 2, 3, 6
	8, 26, 34		
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>			
<b>Features (Reading and Viewing)</b>			
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> </ul>	13, 41, 45		1, 2, 3, 4, 5, 6
<ul style="list-style-type: none"> <li>• 'text features'</li> </ul>	19, 24		
<ul style="list-style-type: none"> <li>• literary elements</li> <li>• non-fiction elements</li> </ul>	40		
<ul style="list-style-type: none"> <li>• literary devices</li> </ul>	9, 14, 39		
<ul style="list-style-type: none"> <li>• idiomatic expressions</li> </ul>	6		

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<b>Writing</b> British Columbia Curriculum, 2006 Specific Outcomes	<i>Canadian Achievement Tests, Fourth Edition (CAT-4)</i>		
	Multiple-Choice Tests		Constructed-Response Tasks
	Writing Conventions	Spelling	Writing
<b>Purposes (Writing and Representing)</b>			
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, analysis, and insights</li> <li>sentence fluency through sentence variety and patterns with increasingly natural rhythm and flow</li> <li>effective word choice through the use of precise nouns, and powerful verbs and modifiers</li> <li>an honest and engaging voice</li> <li>an organization that is meaningful, logical, and effective, and showcases a central idea or theme</li> </ul>	23, 24, 25, 26, 27, 28		1,2,5  1,2,5  1,2,5  1,2,5  1,2,5
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 strong, well-constructed sentences that demonstrate a variety of lengths and patterns, with an increasingly fluid style</li> <li>effective word choice by using content words, precise nouns, and powerful verbs and modifiers</li> <li>a voice demonstrating an appreciation and interest in the topic</li> <li>an organization that includes an inviting lead that clearly indicates the purpose, followed by a well-developed and clear sequence of paragraphs or sections that lead to a strong conclusion</li> </ul>	29, 30, 32, 35, 36    17, 20, 21		3  3  3  3  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"> <li>strategically developed ideas by using interesting sensory detail</li> <li>sentence fluency by using a variety of sentence lengths and patterns, with increasing fluidity</li> <li>effective word choice by using purposeful figurative and sensory language with some sophistication and risk-taking</li> <li>an engaging and authentic voice</li> <li>an organization that includes an enticing opening, followed by a purposeful sequence of well developed ideas that lead to an imaginative or interesting conclusion</li> </ul>	23, 24, 25, 26, 27, 28    31, 33, 34		4  4  4

<p>C4 create meaningful visual representations for a variety of purposes and audiences that communicate a personal response, information, and ideas relevant to the topic, featuring</p> <ul style="list-style-type: none"><li>• development of ideas by making connections to personal feelings, experiences, opinions, and information</li><li>• an expressive and individualistic voice</li><li>• an organization in which key ideas are evident</li></ul>			
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<b>Writing</b> British Columbia Curriculum, 2006 Specific Outcomes	<i>Canadian Achievement Tests, Fourth Edition (CAT-4)</i>		
	Multiple-Choice Tests		Constructed-Response Tasks
	Writing Conventions	Spelling	Writing
<b>Strategies (Writing and Representing)</b>			
C5 select and use various strategies before writing and representing, including <ul style="list-style-type: none"> <li>• setting a purpose</li> <li>• identifying an audience, genre, and form</li> <li>• analyzing 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>			1-5  1-5  1-5
C6 select and use various strategies during writing and representing to express and refine thoughts, including <ul style="list-style-type: none"> <li>• referring to class-generated criteria</li> <li>• analyzing 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>	36, 37, 38, 39  17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28		1,2,3,4,5
C7 select and use various strategies after writing and representing to improve their work, including <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>	37, 38, 39, 40		1, 2, 3, 4, 5  1, 2, 3, 4, 5
<b>Thinking (Writing and Representing)</b>			
C8 use writing and representing to critique, express personal responses and relevant opinions, and respond to experiences and texts			1, 2, 4, 5
C9 use writing and representing to extend thinking, by <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>			1, 3  3  3, 4
C10 reflect on and assess their writing and representing, by <ul style="list-style-type: none"> <li>• relating their work to 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> British Columbia Curriculum, 2006 Specific Outcomes	<i>Canadian Achievement Tests, Fourth Edition (CAT-4)</i>		
	Multiple-Choice Tests		Constructed-Response Tasks
	Writing Conventions	Spelling	Writing
<b>Features (Writing and Representing)</b>			
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 and independent clauses</li> <li>correct subject-verb and pronoun agreement in sentences with compound subjects</li> <li>correct and effective use of punctuation</li> <li>conventional Canadian spelling for familiar and frequently used words</li> <li>spelling unfamiliar words by applying strategies</li> <li>information taken from secondary sources with source citation</li> <li>legible writing appropriate to context and purpose</li> </ul>	23, 24, 25, 26, 27, 28  34  18, 19, 22, 29, 30, 31, 32, 33, 35, 36  1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16	    2, 4, 5, 6, 7, 8, 9, 11, 14, 15, 16, 17, 18, 19, 23, 24, 26, 27, 28  1, 3, 10, 12, 13, 20, 21, 22, 25, 29, 30	1, 2, 3, 4, 5   1, 2, 3, 4, 5  1, 2, 3, 4, 5  1, 2, 3, 4, 5

# CAT-4 Match to the British Columbia Curriculum

Level 17 to Grade 7

<b>Mathematics</b> British Columbia Curriculum, 2009	<i>Canadian Achievement Tests, Fourth Edition (CAT-4)</i>		
	Multiple-Choice Tests		Constructed-Response Tasks
	Mathematics	Computation	Math Processes
<b>Number</b>			
A1 determine and explain <ul style="list-style-type: none"> <li>Why is a number divisible by 2, 3, 4, 5, 6, 8, 9, or 10</li> <li>Why a number is not divisible by 0</li> </ul>	13, 34		
A2 Demonstrate: <ul style="list-style-type: none"> <li>an understanding of the addition of decimals</li> <li>an understanding of the subtraction of decimals</li> <li>an understanding of the multiplication of decimals</li> <li>an understanding of the multiplication of decimals using more than 2-digit multipliers with the use of technology</li> <li>an understanding of the division of decimals with 1-digit divisors</li> <li>an understanding of the division of decimals using two or more digit divisors with the aid of technology</li> <li>Use of addition, subtraction, multiplication and division of decimals to solve problems</li> </ul>	2 44 55	1, 12 14, 20, 30, 36 21, 23  26	
A3 solve problems involving: <ul style="list-style-type: none"> <li>conversation of fractions into percents from 1% to 100% or percent into fraction</li> <li>ratio data into percentage from 1% to 100%</li> <li>identifying fractional portions into percents from 1% to 100%</li> <li>interpretation of data found in a table or graph to determine percents from 1% to 100%</li> </ul>	1 36 50 55, 60	8, 22, 29, 31, 32	
A4 demonstrate <ul style="list-style-type: none"> <li>an understanding of the relationship between positive repeating decimals and positive fractions,</li> <li>an understanding of positive terminating decimals and positive fractions</li> </ul>		25, 27	

<p>A5 demonstrate:</p> <ul style="list-style-type: none"> <li>• an understanding of adding positive fractions with like denominators, concretely, pictorially, and symbolically (limited to positive sums and differences)</li> <li>• an understanding of adding fractions, with unlike denominators, concretely, pictorially, and symbolically (limited to positive sums and differences)</li> <li>• an understanding of adding positive mixed numbers, with like denominators, concretely, pictorially, and symbolically (limited to positive sums and differences)</li> <li>• an understanding of adding mixed numbers, with unlike denominators, concretely, pictorially, and symbolically (limited to positive sums and differences)</li> <li>• an understanding of subtracting positive fractions, with like denominators, concretely, pictorially, and symbolically (limited to positive sums and differences)</li> <li>• an understanding of subtracting positive fractions, with unlike denominators, concretely, pictorially, and symbolically (limited to positive sums and differences)</li> <li>• an understanding of subtracting positive mixed numbers, with like denominators, concretely, pictorially, and symbolically (limited to positive sums and differences)</li> <li>• an understanding of subtracting positive mixed numbers, with unlike denominators, concretely, pictorially, and symbolically (limited to positive sums and differences)</li> </ul>			
<p>A6 demonstrate:</p> <ul style="list-style-type: none"> <li>• an understanding of addition of integers, concretely, pictorially, and symbolically</li> <li>• an understanding of subtraction of integers, concretely, pictorially, and symbolically</li> </ul>	15	17, 18, 28, 34	
<p>A7 compare and order:</p> <ul style="list-style-type: none"> <li>• positive fractions (to thousandths) and whole numbers by using benchmarks</li> <li>• positive fractions, positive decimals (to thousandths) and whole numbers by using place value</li> <li>• positive fractions, positive decimals (to thousandths) and whole numbers by using equivalent fractions and/or decimals</li> </ul>	32, 46		
<p>Foundational Skills and Whole Numbers</p>	13, 15, 26, 27, 34, 43, 44, 54, 55	2, 3, 4, 5, 6, 7, 9, 10, 11, 13, 15, 16, 19, 24, 33, 35	

Patterns and Relations			
B1 demonstrate: <ul style="list-style-type: none"> <li>• an understanding of oral patterns and their equivalent linear relations</li> <li>• an understanding of written patterns and their equivalent linear relations</li> </ul>	5, 8		
B2 create a table of values: <ul style="list-style-type: none"> <li>• from a linear relation</li> <li>• from a linear relation and graph the table of values</li> <li>• analyze a graph to draw conclusions and solve problems</li> </ul>	25		
B3 demonstrate an understanding of preservation of equality by modelling preservation of equality concretely, pictorially, and symbolically applying preservation of equality to solve equations	22		
B4 explain the difference between an expression and an equation			
B5 evaluate an expression given the value of the variable(s)	23, 25, 28		
B6 model and solve problems that can be represented by one-step linear equations of the form $\square + \square = \square$ , concretely, pictorially, and symbolically, where a and b are integers			

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Mathematics British Columbia Curriculum, 2009	Canadian Achievement Tests, Fourth Edition (CAT-4)		
	Multiple-Choice Tests		Constructed-Response Tasks
	Mathematics	Computation and Estimation	Math Processes
B7 model and solve problems: <ul style="list-style-type: none"> <li>that can be represented by linear equations of the form concretely, whole numbers</li> <li>that can be represented by linear equations of the form pictorially, and symbolically, whole numbers</li> </ul>	22		
Foundational Patterning Skills	3, 6, 7, 17		
<b>Shape and Space</b>			
C1 demonstrate: <ul style="list-style-type: none"> <li>an understanding of circles by describing the relationships among radius, diameter, and circumference of circles</li> <li>an understanding of circles by relating circumference to pi</li> <li>an understanding of circles by determining the sum of the central angles constructing circles with a given radius</li> <li>an understanding of circles by solving problems involving the radii, diameters, and circumferences of circles</li> </ul>	42		
C2 develop and apply: <ul style="list-style-type: none"> <li>a formula for determining the area of triangles</li> <li>a formula for determining the area of parallelograms</li> <li>a formula for determining the area of circles</li> </ul>	51, 58 29, 30, 33, 35, 40, 58		
C3 perform geometric constructions: <ul style="list-style-type: none"> <li>that include perpendicular line segments</li> <li>that include parallel line segments</li> <li>that include perpendicular bisectors</li> <li>that include angle bisectors</li> </ul>	16		
C4 identify and plot points in the four quadrants of a Cartesian plane using integral ordered pairs	4, 39		
C5 perform and describe transformations: (translations, rotations or reflections) : <ul style="list-style-type: none"> <li>translations of a 2-D shape in all four quadrants of a Cartesian plane (limited to integral number vertices</li> <li>rotations of a 2-D shape in all four quadrants of a Cartesian plane (limited to integral number vertices</li> <li>reflections of a 2-D shape in all four quadrants of a Cartesian plane (limited to integral number vertices</li> </ul>	11, 24, 56 11, 20, 56		
Foundational Shape and Space skills	11, 12, 16, 18, 19 29, 30, 31, 33, 35, 38, 41, 42, 45, 52, 57, 59		
<b>Statistics and Probability</b>			
D1 demonstrate an understanding of central tendency and range: <ul style="list-style-type: none"> <li>by determining the measures of central tendency (mean, median, mode) and range</li> <li>by determining the most appropriate measures of central tendency to report findings</li> </ul>	9, 10, 47, 53 48		

D2 determine the effect: <ul style="list-style-type: none"> <li>• on the mean when an outlier is included in a data set</li> <li>• on the median when an outlier is included in a data set</li> <li>• on the mode when an outlier is included in a data set</li> </ul>			
D3 construct, label, and interpret <ul style="list-style-type: none"> <li>• circle graphs</li> <li>• circle graphs to solve problems</li> </ul>	21, 49 21, 49		
D4 express probabilities: <ul style="list-style-type: none"> <li>• as ratios</li> <li>• as fractions</li> <li>• as percents</li> </ul>	21, 49 49		
D5 identify the sample space (where the combined sample space has 36 or fewer elements) for a probability experiment involving two independent events			
D6 conduct a probability experiment to compare the theoretical probability (determined using a tree diagram, table or another graphic organizer) and experimental probability of two independent events			
Foundational Data Skills	14, 37, 48, 60		