

# CAT-4 Match to the Manitoba Curriculum

Level 11 to Grade 1

Reading Manitoba Curriculum Specific Outcomes	Canadian Achievement Tests, Fourth Edition (CAT-4)			
	Multiple-Choice Tests			Constructed-Response Tasks
	Reading	Word Analysis	Vocabulary	Response to Text
<b>General Outcome 1</b> — <i>Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences.</i>				
<b>1.1 Discover and Explore</b>				
<b>1.1.1 Express Ideas</b> Talk about personal experiences and familiar events.				
<b>1.1.2 Consider Others' Ideas</b> Listen to and acknowledge experiences and feelings shared by others.				
<b>1.1.3 Experiment with Language and Form</b> Use a variety of forms to express and explore familiar events, ideas, and information.				
<b>1.1.4 Express Preferences</b> Explain why an oral, literary, or media text is a personal favourite.				
<b>1.1.5 Set Goals</b> Choose to read and write with and for others.				
<b>1.2 Clarify and Extend</b>				
<b>1.2.1 Develop Understanding</b> Connect new experiences and information with prior knowledge.				1, 2, 4
<b>1.2.2 Explain Opinions</b> Describe new experiences and ideas.				3
<b>1.2.3 Combine Ideas</b> Group and sort ideas and information to make sense.				
<b>1.2.4 Extend Understanding</b> Ask questions to make sense of experiences.				
<b>General Outcome 2</b> — <i>Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.</i>				
<b>2.1 Use Strategies and Cues</b>				
<b>2.1.1 Prior Knowledge</b> Make connections between texts, prior knowledge, and personal experiences.	P11 5 P15 6 P17 6 P19 9 P20 3 P20 4		P28 2, 3, 4, 5, 6, 7, 8 P29 9, 10, 11, 12, 13	1, 2, 3, 4, 5, 6

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<b>2.1.2 Comprehension Strategies</b> Ask questions to anticipate meaning and use a variety of strategies [including rereading and reading on] to confirm understanding.	P5 1, 2 P8 3 P9 4 P12 6, 8 P13 9, 10 P15 3 P16 1 P17 3, 4 P18 1 P20 2, 5		P30 2, 3, 4, 5 P31 6, 7, 8, 9, 10, 11 P32 12, 13	5
<b>2.1.3 Textual Cues</b> Use textual cues to construct and confirm meaning.	P5 4 P8 2 P12 7 P14 1 P15 5 P18 2 P19 3, 6, 8 P20 1			1, 4, 5
<b>2.1.4 Cueing Systems</b> Use syntactic, semantic, and graphophonic cues [including differentiating between letters and words, basic sight words, sound-letter relationships to identify initial and final consonants, and letter clusters] to construct and confirm meaning; use dictionaries to determine word meaning in context.	P7 1 P16 2 P17 5 P19 4, 5, 7	P23 2, 3, 4, 5 P24 2, 3, 4, 5 P25 2, 3, 4, 5		
<b>2.2 Respond to Texts</b>				
<b>2.2.1 Experience Various Texts</b> Participate in shared listening, reading, and viewing experiences using texts from a variety of forms and genres and cultural traditions.				
<b>2.2.2 Connect Self, Texts, and Culture</b> Share personal experiences and family traditions related to oral, literary, and media texts; identify choices that people make in texts [including texts about Canada or by Canadian writers].				
<b>2.2.3 Appreciate the Artistry of Texts</b> Share feelings and moods evoked by oral, literary, and media texts.				3, 5, 6

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<b>2.3 Understand Forms, Elements and Techniques</b>				
<b>2.3.1 Forms and Genre</b> Recognize different forms and genres of oral, literary, and media texts.	P5 3			
<b>2.3.2 Techniques and Elements</b> Relate and represent the beginning, middle, and end of oral, literary, and media texts.	P15 4			
<b>2.3.3 Vocabulary</b> Experiment with parts of words, word combinations, and word patterns for a variety of purposes.	P14 2	P26 2, 3, 4, 5, 6, 7, 8 P27 9, 10, 11, 12, 13		
<b>2.3.4 Experiment with Language</b> Appreciate repetition, rhyme, and rhythm in shared language experiences.				
<b>2.3.5 Create Original Texts</b> Create original texts to communicate and demonstrate understanding of forms and techniques.				1, 2, 3, 4, 5
<b>General Outcome 3—Students will listen, speak, read, write, view and represent to manage ideas and information.</b>				
<b>3.1 Plan and Focus</b>				
<b>3.1.1 Use Personal Knowledge</b> Discuss personal knowledge of a topic to discover information needs.				
<b>3.1.2 Ask Questions</b> Ask questions to satisfy personal curiosity on a topic and discuss information needs.				
<b>3.1.3 Contribute to Group Inquiry</b> Ask and answer questions to help satisfy group curiosity and information needs on a specific topic.				
<b>3.1.4 Create and Follow a Plan</b> Listen actively and recall and follow directions for gathering information.				
<b>3.2 Select and Process</b>				
<b>3.2.1 Identify Personal and Peer Knowledge</b> Identify and share personal knowledge related to experiences.				2, 3, 5
<b>3.2.2 Identify Sources</b> Answer questions using oral, visual, and print information sources.				
<b>3.2.3 Assess Sources</b> Recognize when information answers the questions asked.				

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<b>3.2.4 Access Information</b> Understand that library materials have a specific organizational system, and use titles to locate information and ideas; use visual and auditory cues to make meaning.				
<b>3.2.5 Make Sense of Information</b> Make and check predictions using prior knowledge and oral, visual, and written text features to understand information.				1, 2, 4
<b>3.3 Organize, Record, and Assess</b>				
<b>3.3.1 Organize Information</b> Identify and categorize information according to similarities, differences, and sequences.				
<b>3.3.2 Record Information</b> Represent and tell key facts and ideas in own words.				1, 2, 4, 5, 6
<b>3.3.3 Evaluate Information</b> Recognize and use gathered information as a basis for communication.				
<b>3.3.4 Develop New Understanding</b> Recall, talk about, and record information-gathering experiences.				

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	Multiple-Choice Tests		Constructed-Response Tasks
	Spelling	Writing	Writing
<b>General Outcome 3</b> — <i>Students will listen, speak, read, write, view and represent to manage ideas and information.</i>			
<b>3.1 Plan and Focus</b>			
<b>3.1.1 Use Personal Knowledge</b> Discuss personal knowledge of a topic to discover information needs.			
<b>3.1.2 Ask Questions</b> Ask questions to satisfy personal curiosity on a topic and discuss information needs.			
<b>3.1.3 Contribute to Group Inquiry</b> Ask and answer questions to help satisfy group curiosity and information needs on a specific topic.			
<b>3.1.4 Create and Follow a Plan</b> Listen actively and recall and follow directions for gathering information.			
<b>3.2 Select and Process</b>			
<b>3.2.1 Identify Personal and Peer Knowledge</b> Identify and share personal knowledge related to experiences.			1, 2
<b>3.2.2 Identify Sources</b> Answer questions using oral, visual, and print information sources.			
<b>3.2.3 Assess Sources</b> Recognize when information answers the questions asked.			
<b>3.2.4 Access Information</b> Understand that library materials have a specific organizational system, and use titles to locate information and ideas; use visual and auditory cues to make meaning.			
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<b>3.3.2 Record Information</b> Represent and tell key facts and ideas in own words.			1, 2, 3, 4, 5
<b>3.3.3 Evaluate Information</b> Recognize and use gathered information as a basis for communication.			
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	Multiple-Choice Tests		Constructed-Response Tasks
	Spelling	Writing	Writing
<b>General Outcome 4</b> — <i>Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.</i>			
<b>4.1 Generate and Focus</b>			
<b>4.1.1 Generate Ideas</b> Contribute ideas from personal experiences for oral, written, and visual texts.			
<b>4.1.2 Choose Forms</b> Share ideas and experiences through talking, storytelling, pictures, singing, illustrations, and print.			1, 2, 3
<b>4.1.3 Organize Ideas</b> Organize print and pictures to express ideas and tell stories.			1, 2, 3, 4, 5
<b>4.2 Enhance and Improve</b>			
<b>4.2.1 Appraise Own and Others' Work</b> Demonstrate interest in and suggest enhancements for own and others' work and presentations.			1, 2, 3, 4, 5
<b>4.2.2 Revise Content</b> Rephrase and represent to clarify ideas.			
<b>4.2.3 Enhance Legibility</b> Strive for consistency in letter size and shape; print letters legibly from left to right horizontally, using lines on a page as a guide; explore and use the keyboard to produce text.			
<b>4.2.4 Enhance Artistry</b> Experiment with words and sentence patterns using specific structures.			
<b>4.2.5 Enhance Presentation</b> Add captions and details to own stories and drawings.			
<b>4.3 Attend to Conventions</b>			
<b>4.3.1 Grammar and Usage</b> Check for completeness of work and add details and enhancements.			1, 2, 3, 4, 5
<b>4.3.2 Spelling (see Strategies)</b> Use sound-symbol relationships and visual memory to spell familiar words.	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20		
<b>4.3.3 Punctuation and Capitalization</b> Capitalize the first letters of names, the beginnings of statements, and the pronoun "I"; use periods.			1, 2, 3, 4, 5

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	Multiple-Choice Tests		Constructed-Response Tasks
	Spelling	Writing	Writing
<b>4.4 Present and Share</b>			
<b>4.4.1 Share Ideas and Information</b> Share information and ideas in a brief presentation to a familiar audience; use illustrations and other materials to aid the presentation.			
<b>4.4.2 Effective Oral Communication</b> Present information and ideas in sentences.			
<b>4.4.3 Attentive Listening and Viewing</b> Demonstrate active listening and viewing skills and strategies.			
<b>General Outcome 5—Students will listen, speak, read, write, view, and represent to celebrate and to build community.</b>			
<b>5.1 Develop and Celebrate Community</b>			
<b>5.1.1 Compare Responses</b> Tell, draw, and write about self and family.			1, 2
<b>5.1.2 Relate Texts to Culture</b> Listen to stories from oral, literary, and media texts from various communities.			
<b>5.1.3 Appreciate Diversity</b> Relate aspects of stories and characters to personal feelings and experiences.			
<b>5.1.4 Celebrate Special Occasions</b> Share ideas and experiences through conversation, puppet plays, dramatic scenes, and songs.			
<b>5.2 Encourage, Support, and Work with Others</b>			
<b>5.2.1 Cooperate with Others</b> Work in cooperative and collaborative partnerships and groups.			
<b>5.2.2 Work in Groups</b> Take turns sharing information and ideas.			
<b>5.2.3 Use Language to Show Respect</b> Recognize that individuals adjust language use according to the situation.			
<b>5.2.4 Evaluate Group Process</b> Help others and ask others for help; identify and assume roles necessary for maintenance of group process.			

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<b>Mathematics</b> Manitoba Curriculum, 2007 Specific Expectations	<i>Canadian Achievement Tests, Fourth Edition (CAT-4)</i>		
	Multiple-Choice Tests		Constructed-Response Tasks
	Mathematics	Computation and Estimation	Math Processes
<b>Strand: Number</b> <b>General Outcome: Develop number sense.</b>			
<b>1. Say the number sequence 0 to 100 by:</b> <ul style="list-style-type: none"> <li>1s forward between any two given numbers</li> <li>1s backward from 20 to 0</li> <li>2s forward from 0 to 20</li> <li>5s and 10s forward from 0 to 100.</li> </ul>	P36 3, 4, P39 10, P45 9, P46 10, P56 5, 6		
<b>2. Subitize (recognize at a glance) and name familiar arrangements of 1 to 10 objects or dots.</b>			
<b>3. Demonstrate an understanding of counting by:</b> <ul style="list-style-type: none"> <li>indicating that the last number said identifies “how many”</li> <li>showing that any set has only one count</li> <li>using the counting-on strategy</li> <li>using parts or equal groups to count sets.</li> </ul>	P42 1, 2 P44 6 P49 3		
<b>4. Represent and describe numbers to 20, concretely, pictorially and symbolically.</b>	P36 1, 2, P41 14, P46 12, P50 4, P51 6		
<b>5. Compare sets containing up to 20 elements, using:</b> <ul style="list-style-type: none"> <li>referents</li> <li>one-to-one correspondence to solve problems.</li> </ul>		P64 6	
<b>6. Estimate quantities to 20 by using referents</b>		P63 3 P64 6 P65 7, 9	
<b>7. Demonstrate an understanding of conservation of number</b>		P64 6	
<b>8. Identify the number, up to 20, that is: one more, two more, one less, two less than a given number.</b>			
<b>9. Demonstrate an understanding of addition of numbers with answers to 20 and their corresponding subtraction facts, concretely, pictorially and symbolically, by:</b> <ul style="list-style-type: none"> <li>using familiar mathematical language to describe additive and subtractive actions</li> <li>creating and solving problems in context that involve addition and subtraction</li> <li>modelling addition and subtraction, using a variety of concrete and visual representations, and recording the process symbolically</li> </ul>	P37 5, P40 12, P41 13, P45 7, P53 9, 10, P55 3, P56 4 P57 8	Addition Facts P58, 59 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13  Subtraction Facts P60, 61 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13  P62, 63, 64, 65, 66 1, 2, 4, 5, 8, 11	
<b>10. Describe and use mental mathematics strategies (memorization not intended), such as:</b> <ul style="list-style-type: none"> <li>counting on and counting back</li> <li>making 10</li> <li>using doubles</li> <li>thinking addition for subtraction for basic addition facts and related subtraction facts to 18</li> </ul>	P54 1	P65 9, 10 P66 12	



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	Multiple-Choice Tests		Constructed-Response Tasks
	Mathematics	Computation and Estimation	Math Processes
<b>Strand: Patterns and Relations (Patterns)</b> General Outcome: <i>Use patterns to describe the world and to solve problems.</i>			
<b>1. Demonstrate an understanding of repeating patterns (two to four elements) by:</b> <ul style="list-style-type: none"> <li>describing, reproducing, extending, creating patterns using manipulatives, diagrams, ...</li> </ul>	P44 5, P46 10, P47 14, P48 2, P52 7, 8, P54 2, P56 5, 6, P57 9		
<b>2. Translate repeating patterns from one representation to another</b>	P38 7		
<b>3. Sort objects, using one attribute, and explain the sorting rule</b>			
<b>4. Describe equality as a balance and inequality as an imbalance, concretely and pictorially (0 to 20).</b>			
<b>5. Record equalities, using the equal symbol</b>			
<b>Strand: Shape and Space (Measurement)</b> General Outcome: <i>Use direct and indirect measurement to solve problems.</i>			
<b>1. Demonstrate an understanding of measurement as a process of comparing by:</b> <ul style="list-style-type: none"> <li>identifying attributes that can be compared</li> <li>ordering objects</li> <li>making statements of comparison</li> <li>filling, covering or matching</li> </ul>	P37 6, P43 3		
<b>Strand: Shape and Space (3-D Objects and 2-D Shapes)</b> General Outcome: <i>Describe the characteristics of 3-D objects and 2-D shapes, and analyze the relationships among them.</i>			
<b>2. Sort 3-D objects and 2-D shapes, using one attribute, and explain the sorting rule.</b>	P40 11 P45 8		
<b>3. Replicate composite 2-D shapes and 3-D objects.</b>	P44 4, P47 13, P48 1, P50 5		
<b>4. Compare 2-D shapes to parts of 3-D objects in the environment</b>			