

CAT-4 Match to the Manitoba Curriculum

Level 12 to Grade 2

Reading Manitoba Curriculum Specific Outcomes	Canadian Achievement Tests, Fourth Edition (CAT-4)		
	Multiple-Choice Tests		Constructed-Response Tasks
	Reading	Vocabulary	Response to Text
General Outcome 1 — <i>Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences.</i>			
1.1 Discover and Explore			
1.1.1 Express Ideas Make and talk about personal observations and predictions.			
1.1.2 Consider Others' Ideas Ask for others' ideas and observations to help discover and explore personal understanding.			
1.1.3 Experiment with Language and Form Use a variety of forms to organize and give meaning to familiar experiences, ideas, and information.			
1.1.4 Express Preferences Express preferences for a variety of oral, literary, and media texts.			
1.1.5 Set Goals Develop a sense of self as reader, writer, and illustrator.			
1.2 Clarify and Extend			
1.2.1 Develop Understanding Connect new information, ideas, and experiences with prior knowledge and experiences.	P4 2 P5 3 P17 3 P23 4		1, 3, 4, 6
1.2.2 Explain Opinions Explain new experiences and understanding.			1, 2, 3, 4, 5, 6
1.2.3 Combine Ideas Arrange ideas and information to make sense.			1, 2, 3, 4, 5, 6
1.2.4 Extend Understanding Demonstrate curiosity about and question ideas and observations to make sense of experiences.			
General Outcome 2 — <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>			
2.1 Use Strategies and Cues			
2.1.1 Prior Knowledge Make connections between texts, prior knowledge, and personal experiences.	P13 2 P14 7 P23 5 P24 7		1, 2, 3, 6
2.1.2 Comprehension Strategies Explain anticipated meaning, recognize relationships, and draw conclusions; self-correct understanding using a variety of strategies.	P8 4 P11 4 P13 1 P14 5 P16 2 P21 8 P23 3		5, 6

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2.1.3 Textual Cues Use textual cues to construct and confirm meaning.	P7 1 P11 2 P14 6 P16 1 P20 7 P23 1 P24 6		
2.1.4 Cueing Systems Use syntactic, semantic, and graphophonic cues to construct and confirm meaning in context.	P4 1 P5 5 P7 2 P8 3 P10 1 P13 3, 4 P18 4 P19 5 P24 8, 9		
2.2 Respond to Texts			
2.2.1 Experience Various Texts Choose to engage in a variety of shared and independent listening, reading, and viewing experiences using texts from a variety of forms and genres and cultural traditions.			
2.2.2 Connect Self, Texts, and Culture Discuss the experiences and traditions of various communities and cultures portrayed in oral, literary, and media texts.			
2.2.3 Appreciate the Artistry of Texts Identify and express the feelings of people in oral, literary, and media texts.	P9 7		5, 6
2.3 Understand Forms and Techniques			
2.3.1 Forms and Genre Recognize that information and ideas can be expressed in a variety of forms and genres.			
2.3.2 Techniques and Elements Identify the main characters and discuss in own words the beginning, middle, and ending of oral, literary, and media texts.	P9 6		5, 6
2.3.3 Vocabulary Use knowledge of commonalities in word families to increase vocabulary in a variety of contexts.			
2.3.4 Experiment with Language Demonstrate interest in the sounds of words and word combinations in pattern books, poems, songs, and oral and visual presentations.			
2.3.5 Create Original Texts Create original texts to communicate and demonstrate understanding of forms and techniques.			

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	Reading	Vocabulary	Response to Text
General Outcome 3 — <i>Students will listen, speak, read, write, view and represent to manage ideas and information.</i>			
3.1 Plan and Focus			
3.1.1 Use Personal Knowledge Record personal knowledge of a topic to identify information needs.			1, 3, 6
3.1.2 Ask Questions Ask questions to understand a topic and identify information needs.			
3.1.3 Contribute to Group Inquiry Contribute relevant information and questions to assist in group understanding of a topic or task.			
3.1.4 Create and Follow a Plan Recall and follow directions for accessing and gathering information.			1, 2, 4
3.2 Select and Process			
3.2.1 Identify Personal and Peer Knowledge Participate in group talk to generate information on a topic and to identify sources of additional information.			
3.2.2 Identify Sources Access information using a variety of sources.			
3.2.3 Assess Sources Match information to inquiry or research needs.			1, 2, 5
3.2.4 Access Information Use the specific library organizational system to locate information and ideas; use visual and auditory cues to make meaning.	P5 4 P9 5 P11 3 P20 6 P23 2		
3.2.5 Make Sense of Information Make connections between prior knowledge, ideas, information, and oral, visual, and written text features.			2, 3
3.3 Organize, Record, and Assess			
3.3.1 Organize Information Categorize related information and ideas using a variety of strategies.			3, 4, 5, 6
3.3.2 Record Information Record key facts and ideas in own words; identify titles and authors of sources.			
3.3.3 Evaluate Information Examine gathered information to decide what information to share or omit.			1, 3, 4, 5
3.3.4 Develop New Understanding Ask questions to reflect on inquiry or research experiences.			

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Writing Manitoba Curriculum Specific Outcomes	Canadian Achievement Tests, Fourth Edition (CAT-4)		
	Multiple-Choice Tests		Constructed-Response Tasks
	Writing Conventions	Spelling	Writing
General Outcome 3 — <i>Students will listen, speak, read, write, view and represent to manage ideas and information.</i>			
3.1 Plan and Focus			
3.1.1 Use Personal Knowledge Record personal knowledge of a topic to identify information needs.			1, 2
3.1.2 Ask Questions Ask questions to understand a topic and identify information needs.			
3.1.3 Contribute to Group Inquiry Contribute relevant information and questions to assist in group understanding of a topic or task.			
3.1.4 Create and Follow a Plan Recall and follow directions for accessing and gathering information.			
3.2 Select and Process			
3.2.1 Identify Personal and Peer Knowledge Participate in group talk to generate information on a topic and to identify sources of additional information.			
3.2.2 Identify Sources Access information using a variety of sources [such as elders, simple chapter books, concept books, multimedia, computers...].			
3.2.3 Assess Sources Match information to inquiry or research needs.			
3.2.4 Access Information Use the specific library organizational system to locate information and ideas; use visual and auditory cues to make meaning.			
3.2.5 Make Sense of Information Make connections between prior knowledge, ideas, information, and oral, visual, and written text features.			1, 2, 3, 5
3.3 Organize, Record, and Assess			
3.3.1 Organize Information Categorize related information and ideas using a variety of strategies.			3, 4
3.3.2 Record Information Record key facts and ideas in own words; identify titles and authors of sources.			
3.3.3 Evaluate Information Examine gathered information to decide what information to share or omit.			1, 2, 3, 4, 5
3.3.4 Develop New Understanding Ask questions to reflect on inquiry or research experiences.			

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	Multiple-Choice Tests		Constructed-Response Tasks
	Writing Conventions	Spelling	Writing
General Outcome 4 — <i>Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.</i>			
4.1 Generate and Focus			
4.1.1 Generate Ideas Generate and contribute ideas on particular topics for oral, written, and visual texts.			1, 2, 3, 4, 5
4.1.2 Choose Forms Use a variety of forms for particular audiences and purposes.			4, 5
4.1.3 Organize Ideas Order ideas to create a beginning, middle, and end in own oral, written, and visual texts.			1, 2, 3, 4, 5
4.2 Enhance and Improve			
4.2.1 Appraise Own and Others' Work Share own stories and creations with peers and respond to questions or comments; respond to own and others' work and presentations using pre-established criteria.			
4.2.2 Revise Content Revise illustrations and representations by adding or deleting words and details to make sense.	P44 1, 2, 3 P45 1, 2, 3, 4 P46 5, 6, 7, 8, 9		
4.2.3 Enhance Legibility Form letters and words of consistent size and shape; print legibly using correct letter formation and spacing; explore and use the keyboard to compose and revise text.			
4.2.4 Enhance Artistry Experiment with words and simple sentence patterns to enhance communication forms.			1, 2, 3, 4, 5
4.2.5 Enhance Presentation Combine illustrations and written texts to express ideas, feelings, and information.			
4.3 Attend to Conventions			
4.3.1 Grammar and Usage Check for word for beginning, middle, and end.	P43 1, 2, 3		1, 2, 3, 4, 5
4.3.2 Spelling (see Strategies) Spell familiar words using a variety of strategies [including phonics, structural analysis, and visual memory] and resources.		1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20	1, 2, 3, 4, 5
4.3.3 Punctuation and Capitalization Use periods and question marks as end punctuation.	P40 1, 2, 3, 4, 5, 6 P41 7, 8, 9, 10, 11 P42 12, 13, 14, 15		1, 2, 3, 4, 5

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	Multiple-Choice Tests		Constructed-Response Tasks
	Writing Conventions	Spelling	Writing
4.4 Present and Share			
4.4.1 Share Ideas and Information Share information and ideas on a topic with a familiar audience; clarify information by responding to questions.			
4.4.2 Effective Oral Communication Report briefly to the class using a clear voice and appropriate phrasing and intonation.			
4.4.3 Attentive Listening and Viewing Demonstrate attentive audience behaviours.			
General Outcome 5— <i>Students will listen, speak, read, write, view, and represent to celebrate and to build community.</i>			
5.1 Develop and Celebrate Community			
5.1.1 Compare Responses Tell, draw, and write about self, family, and community.			
5.1.2 Relate Texts to Culture Talk about similarities among stories from oral, literary, and media texts from various communities.			
5.1.3 Appreciate Diversity Connect situations portrayed in oral, literary, and media texts to personal experiences.			
5.1.4 Celebrate Special Occasions Participate in shared language experiences to celebrate individual and class achievements.			
5.2 Encourage, Support, and Work with Others			
5.2.1 Cooperate with Others Work in a variety of cooperative and collaborative partnership and group structures.			
5.2.2 Work in Groups Contribute related ideas and information in whole-class and small-group activities.			
5.2.3 Use Language to Show Respect Adjust own language use for different situations.			
5.2.4 Evaluate Group Process Acknowledge achievements of others; rehearse roles and responsibilities in group process by helping others and asking others for help.			

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Mathematics Manitoba Curriculum Specific Expectations	Canadian Achievement Tests, Fourth Edition (CAT-4)		
	Multiple-Choice Tests		Constructed-Response Tasks
	Mathematics	Computation	Math Processes
<i>Number Sense</i>			
2.N.1. Say the number sequence from 0 to 100 by: <ul style="list-style-type: none"> • 2s, 5s and 10s, forward and backward, using starting points that are multiples of 2, 5 and 10 respectively • 10s using starting points from 1 to 9 • 2s starting from 1 [C, CN, ME, R]			
2.N.2. Demonstrate if a number (up to 100) is even or odd. [C, CN, PS, R]	P61 7		
2.N.3. Describe order or relative position using ordinal numbers. [C, CN, R]			
2.N.4. Represent and describe numbers to 100, concretely, pictorially and symbolically. [C, CN, V]	P51 8 P53 12, 13 P63 13		
2.N.5. Compare and order numbers up to 100. [C, CN, R, V]	P49 3, 4 P53 11		
2.N.6. Estimate quantities to 100 by using referents. [C, ME, PS, R]	P62 9	P68 6,7 P69 8	
2.N.7. Illustrate, concretely and pictorially, the meaning of place value for numbers to 100. [C, CN, R, V]			
2.N.8. Demonstrate and explain the effect of adding zero to or subtracting zero from any number. [C, R]			
2.N.9. Demonstrate an understanding of addition (limited to 1- and 2-digit numerals) with answers to 100 and the corresponding subtraction by <ul style="list-style-type: none"> • using personal strategies for adding and subtracting with and without the support of manipulatives • creating and solving problems that involve addition and subtraction • explaining that the order in which numbers are added does not affect the sum • explaining that the order in which numbers are subtracted may affect the difference. [C, CN, ME, PS, R, V]		P69 1, 2, 3, 4, 5, 6, 7 P69 8,9,10,11,12 P70 1, 2, 3, 4, 5, 6, 7 P71 8, 9, 10,11, 12 P72 1, 2, 3, 4, 5 P73 9 P74 11, 12	
2.N.10. Apply mental mathematics strategies, including <ul style="list-style-type: none"> • using doubles • making 10 • using one more, one less • using two more, two less • building on a known double • using addition for subtraction to develop recall basic addition facts to 18 and related subtraction facts. [C, CN, ME, R, V]		P71 10	

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	Multiple-Choice Tests		Constructed-Response Tasks
	Mathematics	Computation	Math Processes
Strand: Patterns and Relations			
2.PR.1. Predict an element in a repeating pattern using a variety of strategies. [C, CN, PS, R, V]	P48 2 P54 14 P59 3 P64 16		
2.PR.2. Demonstrate an understanding of increasing patterns by <ul style="list-style-type: none"> • describing • reproducing • extending • creating patterns using manipulatives, diagrams, sounds, and actions (numbers to 100). [C, CN, PS, R, V]	P49 5 P55 17 P57 22 P58 2 P62 10 P63 11 P65 20 P66 21, 23 P67 24		
2.PR.3. Demonstrate and explain the meaning of equality and inequality by using manipulatives and diagrams (0 to 100). [C, CN, R, V]			
2.PR.4. Record equalities and inequalities symbolically using the equal symbol or the not-equal symbol. [C, CN, R, V]			
Strand: Shape and Space			
2.SS.1. Relate the number of days to a week and the number of months to a year in a problem-solving context. [C, CN, PS, R]	P56 21 P57 24		
2.SS.2. Relate the size of a unit of measure to the number of units (limited to non-standard units) used to measure length and mass (weight). [C, CN, ME, R, V]	P54 16		
2.SS.3. Compare and order objects by length, height, distance around and mass (weight) using non-standard units, and make statements of comparison. [C, CN, ME, R, V]	P63 14		
2.SS.4. Measure length to the nearest non-standard unit by <ul style="list-style-type: none"> • using multiple copies of a unit • using a single copy of a unit (iteration process) [C, ME, R, V]	P57 23 P64 15		
2.SS.5. Demonstrate that changing the orientation of an object does not alter the measurements of its attributes. [C, R, V]	P66 22		
2.SS.6. Sort 2-D shapes and 3-D objects using two attributes, and explain the sorting rule. [C, CN, R, V]			

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	Mathematics	Computation	Math Processes
2.SS.7. Describe, compare and construct 3-D objects, including <ul style="list-style-type: none"> • cubes • spheres • cones • cylinders • prisms • pyramids [C, CN, R, V]	P49 6		
2.SS.8. Describe, compare and construct 2-D shapes including <ul style="list-style-type: none"> • triangles • squares • rectangles • circles [C, CN, R, V]	P54 15 P60 6		
2.SS.9. Identify 2-D shapes as parts of 3-D objects in the environment. [C, CN, R, V]			
Strand: Statistics and Probability			
2.SP.1. Gather and record data about self and others to answer questions. [C, CN, PS, V]	P48 1 P56 20 P65 18		
2.SP.2. Construct and interpret concrete graphs and pictographs to solve problems. [C, CN, PS, R, V]	P50 7 P52 9, 10 P55 18 P62 8 P64 17		