

CAT-4 Match to the Manitoba Curriculum

Level 13 to Grade 3

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
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 Describe personal observations, experiences, predictions, and feelings.				2, 4, 6
1.1.2 Consider Others' Ideas Consider others' ideas and observations to discover and explore personal understanding.				
1.1.3 Experiment with Language and Form Experiment with language to express feelings, and talk about memorable experiences and events.				
1.1.4 Express Preferences Collect and share favourite oral, literary, and media texts.				
1.1.5 Set Goals Discuss areas of personal accomplishment and use pre-established criteria to set goals in language learning and use.				
1.2 Clarify and Extend				
1.2.1 Develop Understanding Examine how new experiences, ideas, and information connect to prior knowledge and experiences; record connections.				2, 4, 5, 6
1.2.2 Explain Opinions Explain understanding of new concepts.				1, 3
1.2.3 Combine Ideas Arrange and label ideas and information in more than one way to make sense for self and others.				
1.2.4 Extend Understanding Ask questions to clarify information and develop new understanding.				
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.	16			2, 3, 4, 5, 6
2.1.2 Comprehension Strategies Set a purpose for listening, reading, and viewing; make and confirm predictions, inferences, and conclusions; reread to check meaning.	2, 3, 4, 7, 8, 11, 12, 17, 23, 26, 27, 33, 34, 36, 37, 40, 41, 43			1, 2, 3, 4, 5, 6

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2.1.3 Textual Cues Use textual cues to construct and confirm meaning.	6, 18, 19, 20, 22, 25, 28, 45			1, 2, 4
2.1.4 Cueing Systems Use syntactic, semantic, and graphophonic cues [including word order and punctuation — period, question mark, exclamation mark, apostrophe, and quotation marks; high-frequency sight words; structural analysis to identify prefixes, suffixes, compound words, contractions, and singular and plural words] to construct and confirm meaning in context.	5, 14, 15, 46		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, 32, 33	
2.2 Respond to Texts				
2.2.1 Experience Various Texts Choose a variety of literary and media texts for 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 similarities between experiences and traditions encountered in daily life and those portrayed in oral, literary, and media texts [including texts about Canada or by Canadian writers].				2
2.2.3 Appreciate the Artistry of Texts Identify words that form mental images and create mood in oral, literary, and media texts.	9			
2.3 Understand Forms and Techniques				
2.3.1 Forms and Genre Recognize the distinguishing features of a variety of forms and genres.	1, 24, 38, 48			3, 4, 5
2.3.2 Techniques and Elements Identify the sequence of events in oral, literary, and media texts, the time and place in which they occur, and the roles of main characters.	10, 21, 35, 47			4
2.3.3 Vocabulary Apply knowledge of word patterns [including root words, prefixes, and suffixes] in a variety of contexts to extend knowledge of words.		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		
2.3.4 Experiment with Language Identify examples of repeated sound and poetic effects that contribute to enjoyment; respond to humour in oral, literary, and media texts.				
2.3.5 Create Original Texts Create original texts to communicate and demonstrate understanding of forms and techniques.				1, 2, 3, 4, 5, 6

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	Multiple-Choice Tests			Constructed-Response Tasks
	Reading	Word Analysis	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 Use self-questioning to determine personal knowledge of a topic and identify information needs.				
3.1.2 Ask Questions Ask topic-appropriate questions to identify information needs.				
3.1.3 Contribute to Group Inquiry Contribute knowledge of a topic in group discussion to help determine information needs.				
3.1.4 Create and Follow a Plan Recall and follow a sequential plan for accessing and gathering information.				
3.2 Select and Process				
3.2.1 Identify Personal and Peer Knowledge Record and share personal knowledge of a topic.				
3.2.2 Identify Sources Answer inquiry and research questions using a variety of information sources.				
3.2.3 Assess Sources Review information to determine its usefulness to inquiry or research needs using pre-established criteria.				
3.2.4 Access Information Use knowledge of visual and auditory cues and organizational devices [including titles, pictures, headings, labels, diagrams, library files, dictionary guide words, and table of contents] to locate and gather information and ideas.	29, 30, 31, 32, 39			1, 2, 4
3.2.5 Make Sense of Information Determine main ideas in information using prior knowledge, predictions, connections, and inferences.	13			
3.3 Organize, Record, and Assess				
3.3.1 Organize Information Organize and explain information and ideas using a variety of strategies.				1, 2, 3, 4, 5, 6
3.3.2 Record Information Record facts and ideas using a variety of strategies; list authors and titles of sources.				
3.3.3 Evaluate Information Determine whether collected information is sufficient or inadequate for established purpose.				
3.3.4 Develop New Understanding Determine information needs during the inquiry or research process; assess inquiry or research experiences and skills.				

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	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 Use self-questioning to determine personal knowledge of a topic and identify information needs.			
3.1.2 Ask Questions Ask topic-appropriate questions to identify information needs.			
3.1.3 Contribute to Group Inquiry Contribute knowledge of a topic in group discussion to help determine information needs.			
3.1.4 Create and Follow a Plan Recall and follow a sequential plan for accessing and gathering information.			
3.2 Select and Process			
3.2.1 Identify Personal and Peer Knowledge Record and share personal knowledge of a topic.			1, 2, 3, 4
3.2.2 Identify Sources Answer inquiry and research questions using a variety of information sources [such as children’s magazines, plays, folktales, personal song, storytelling, the land...].			
3.2.3 Assess Sources Review information to determine its usefulness to inquiry or research needs using pre-established criteria			
3.2.4 Access Information Use knowledge of visual and auditory cues and organizational devices [including titles, pictures, headings, labels, diagrams, library files, dictionary guide words, and table of contents] to locate and gather information and ideas.			
3.2.5 Make Sense of Information Determine main ideas in information using prior knowledge, predictions, connections, and inferences.	32, 33, 34, 35, 36		1, 2, 4, 5
3.3 Organize, Record, and Assess			
3.3.1 Organize Information Organize and explain information and ideas using a variety of strategies [such as clustering, categorizing, sequencing...].			1, 2, 3, 4, 5
3.3.2 Record Information Record facts and ideas using a variety of strategies [such as outlining, webbing, charting...]; list authors and titles of sources.			1, 2, 3, 4, 5
3.3.3 Evaluate Information Determine whether collected information is sufficient or inadequate for established purpose.			

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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>			
3.3.4 Develop New Understanding Determine information needs during the inquiry or research process; assess inquiry or research experiences and skills.			
4.1 Generate and Focus			
4.1.1 Generate Ideas Generate and contribute ideas on particular topics for oral, written, and visual texts using a variety of strategies [such as brainstorming, creating thought webs, listing, drawing...].			1, 2, 3, 4, 5
4.1.2 Choose Forms Use a variety of forms [such as puppet plays, drum dances, readers' theatre, murals, narrative stories...] for particular audiences and purposes.			3, 4
4.1.3 Organize Ideas Develop and arrange ideas in own oral, written, and visual texts using organizers [such as story maps, research planners...].			1, 2, 3, 4, 5
4.2 Enhance and Improve			
4.2.1 Appraise Own and Others' Work Share own and others' writing and creations in various ways [such as author's chair, paired sharing...]; identify strengths and areas for enhancement of own and others' work and presentations using pre-established criteria.			
4.2.2 Revise Content Revise to accommodate new ideas and information.			1, 2, 3, 4, 5
4.2.3 Enhance Legibility Print and write legibly, developing a personal style; format text and space words consistently on a line and page or on an electronic screen.			
4.2.4 Enhance Artistry Select from a range of word choices and use simple and compound sentence patterns to communicate ideas and information.	13, 14, 15, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31		1, 2, 3, 4, 5
4.2.5 Enhance Presentation Prepare neat and organized compositions, reports, and charts that engage the audience.			
4.3 Attend to Conventions			
4.3.1 Grammar and Usage Edit for complete sentences.	16, 17		1, 2, 3, 4, 5
4.3.2 Spelling (see Strategies) Know and apply conventional spelling patterns using a variety of strategies [including phonics, structural analysis, and visual memory] and resources [such as junior dictionaries, electronic spell-check functions...] when editing and proofreading.		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

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	Multiple-Choice Tests		Constructed-Response Tasks
	Writing Conventions	Spelling	Writing
4.3.3 Punctuation and Capitalization Know and use some punctuation conventions [including periods, exclamation marks, and question marks] when editing and proofreading.	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12		1, 2, 3, 4, 5
4.4 Present and Share			
4.4.1 Share Ideas and Information Present information and ideas on a topic to engage a familiar audience using a pre-established plan; use print and non-print aids to enhance the presentation.			
4.4.2 Effective Oral Communication Select, monitor, and use appropriate volume, expression, and non-verbal cues in presentations; use physical stance and gestures to enhance communication.			
4.4.3 Attentive Listening and Viewing Demonstrate appropriate audience behaviours [such as showing enjoyment and appreciation...].			
General Outcome 5—Students will listen, speak, read, write, view, and represent to celebrate and to build community.			
5.1 Develop and Celebrate Community			
5.1.1 Compare Responses Record ideas and experiences and share them with others.			
5.1.2 Relate Texts to Culture Discuss ideas within stories from oral, literary, and media texts from various communities.			
5.1.3 Appreciate Diversity Connect portrayals of individuals or situations in oral, literary, and media texts to personal experiences; talk about personal participation and responsibility in communities.			
5.1.4 Celebrate Special Occasions Acknowledge and celebrate individual and class achievements.			
5.2 Encourage, Support, and Work with Others			
5.2.1 Cooperate with Others Cooperate and collaborate in small groups.			
5.2.2 Work in Groups Ask others for their ideas and express interest in their contributions.			
5.2.3 Use Language to Show Respect Show consideration for those whose ideas, abilities, and language use differ from own.			
5.2.4 Evaluate Group Process Understand how class members help each other to maintain group process.			

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Mathematics Manitoba Curriculum Specific Expectations	<i>Canadian Achievement Tests, Fourth Edition (CAT-4)</i>		
	Multiple-Choice Tests		Constructed-Response Tasks
	Mathematics	Computation and Estimation	Math Processes
Strand: Number Sense			
3.N.1. Say the number sequence forward and backward from 0 to 1000 by <ul style="list-style-type: none"> • 10s, or 100s, using any starting point • 5s using starting points that are multiples of five • 25s using starting points that are multiples of 25 			
3.N.2. Represent and describe numbers to 1000, concretely, pictorially, and symbolically.	1		
3.N.3. Compare and order numbers to 1000.	4, 9, 20		
3.N.4. Estimate quantities less than 1000 using referents.			
3.N.5. Illustrate, concretely and pictorially, the meaning of place value for numerals to 1000.	8, 11	29	
3.N.6. Describe and apply mental mathematics strategies for adding two 2-digit numerals, such as <ul style="list-style-type: none"> • adding from left to right • taking one addend to the nearest multiple of ten and then compensating • using doubles 			
3.N.7. Describe and apply mental mathematics strategies for subtracting two 2-digit numerals, such as <ul style="list-style-type: none"> • taking the subtrahend to the nearest multiple of ten and then compensating • thinking of addition • using doubles 			
3.N.8. Apply estimation strategies to predict sums and differences of two 2-digit numerals in a problem-solving context.		30, 33, 36	
3.N.9. Demonstrate an understanding of addition and subtraction of numbers with answers to 1000 (limited to 1-, 2-, and 3-digit numerals) 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 in contexts that involve addition and subtraction of numbers concretely, pictorially, and symbolically. 	34	Addition 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12 Subtraction 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 31, 32	
3.N.10. Determine addition facts and related subtraction facts (to 18).			
3.N.11. Demonstrate an understanding of multiplication to 5×5 by <ul style="list-style-type: none"> • representing and explaining multiplication using equal grouping and arrays • creating and solving problems in context that involve multiplication • modelling multiplication using concrete and visual representations, and recording the process symbolically • relating multiplication to repeated addition • relating multiplication to division 	28	25, 26, 34	

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	Multiple-Choice Tests		Constructed-Response Tasks
	Mathematics	Computation and Estimation	Math Processes
3.N.12. Demonstrate an understanding of division by <ul style="list-style-type: none"> representing and explaining division using equal sharing and equal grouping creating and solving problems in context that involve equal sharing and equal grouping modelling equal sharing and equal grouping using concrete and visual representations, and recording the process symbolically relating division to repeated subtraction relating division to multiplication (limited to division related to multiplication facts up to 5×5). 	29, 40	27, 28, 35	
3.N.13. Demonstrate an understanding of fractions by <ul style="list-style-type: none"> explaining that a fraction represents a portion of a whole divided into equal parts describing situations in which fractions are used comparing fractions of the same whole with like denominators 	25, 48		
Foundational Number Skills	3, 15, 37		
Strand: Patterns and Relations			
3.PR.1. Demonstrate an understanding of increasing patterns by <ul style="list-style-type: none"> describing extending comparing creating patterns using manipulatives, diagrams, and numbers (to 1000).	7, 30, 36, 38, 43, 47		
3.PR.2. Demonstrate an understanding of decreasing patterns by <ul style="list-style-type: none"> describing extending comparing creating patterns using manipulatives, diagrams, and numbers (starting from 1000 or less).			
3.PR.3. Solve one-step addition and subtraction equations involving symbols representing an unknown number.	33		
Foundational Patterning Skills	5, 12, 16, 27		
Strand: Shape and Space			
3.SS.1. Relate the passage of time to common activities using non-standard and standard units (minutes, hours, days, weeks, months, years).	26		
3.SS.2. Relate the number of seconds to a minute, the number of minutes to an hour, and the number of days to a month in a problem-solving context.			

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	Mathematics	Computation and Estimation	Math Processes
3.SS.3. Demonstrate an understanding of measuring length (cm, m) by <ul style="list-style-type: none"> • selecting and justifying referents for the units cm and m • modelling and describing the relationship between the units cm and m • estimating length using referents • measuring and recording length, width, and height 	42		
3.SS.4. Demonstrate an understanding of measuring mass (g, kg) by <ul style="list-style-type: none"> • selecting and justifying referents for the units g and kg • modelling and describing the relationship between the units g and kg • estimating mass using referents • measuring and recording mass 			
3.SS.5. Demonstrate an understanding of perimeter of regular and irregular shapes by <ul style="list-style-type: none"> • estimating perimeter using referents for centimetre or metre • measuring and recording perimeter (cm, m) • constructing different shapes for a given perimeter (cm, m) to demonstrate that many shapes are possible for a perimeter 	32		
3.SS.6. Describe 3-D objects according to the shape of the faces, and the number of edges and vertices.	24, 31, 39		
3.SS.7. Sort regular and irregular polygons, including <ul style="list-style-type: none"> • triangles • quadrilaterals • pentagons • hexagons • octagons according to the number of sides.	46		
Foundational Patterning Skills	22, 45		
Strand: Statistics and Probability			
3.SP.1. Collect first-hand data and organize it using <ul style="list-style-type: none"> • tally marks • line plots • charts • lists to answer questions	2, 6, 13, 21, 23		
3.SP.2. Construct, label, and interpret bar graphs to solve problems.	17, 18, 19, 35, 41, 44		