

CAT-4 Match to the Manitoba Curriculum

Level 14 to Grade 4

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 Describe and reflect upon personal observations and experiences to make predictions and reach tentative conclusions.			2, 3, 5
1.1.2 Consider Others' Ideas Explore connections between a variety of insights, ideas, and responses.			2, 3, 5, 6
1.1.3 Experiment with Language and Form Explore a variety of forms of expression for particular personal purposes.			4
1.1.4 Express Preferences Collect and explain preferences for particular forms of oral, literary, and media texts.			4
1.1.5 Set Goals Identify areas of personal accomplishment and set goals to enhance language learning and use.			
1.2 Clarify and Extend			
1.2.1 Develop Understanding Connect new information and experiences with prior knowledge to construct meaning in different contexts.			
1.2.2 Explain Opinions Express new concepts and understanding in own words and explain their importance.			1, 3, 6
1.2.3 Combine Ideas Experiment with arranging ideas and information in a variety of ways to clarify understanding.			
1.2.4 Extend Understanding Reflect on ideas and experiences and ask questions to clarify and extend 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 and record connections between personal experiences, prior knowledge, and a variety of texts.			2, 3, 5, 6
2.1.2 Comprehension Strategies Confirm or reject inferences, predictions, or conclusions based on textual information; check and confirm understanding by rereading.	1, 3, 4, 5, 6, 11, 14, 15, 19, 22, 25, 29, 34, 35, 38, 46, 48		1, 2, 3, 4, 5, 6
2.1.3 Textual Cues Use textual cues to construct and confirm meaning.	2, 7, 8, 9, 20, 41, 43		

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2.1.4 Cueing Systems Use syntactic, semantic, and graphophonic cueing systems [including word order; context clues; structural analysis to identify roots, prefixes, suffixes, compound words, contractions, and singular and plural words] to construct and confirm meaning; use a junior dictionary to determine word meaning in context.	24, 27, 28, 32, 33, 36, 42	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	
2.2 Respond to Texts			
2.2.1 Experience Various Texts Experience texts from a variety of forms and genres and cultural traditions; share responses.			
2.2.2 Connect Self, Texts, and Culture Identify similarities and differences between personal experiences and the experiences of people from various cultures portrayed in oral, literary, and media texts.			
2.2.3 Appreciate the Artistry of Texts Identify mood evoked by oral, literary, and media texts.	10		
2.3 Understand Forms and Techniques			
2.3.1 Forms and Genre Distinguish similarities and differences among various forms and genres of oral, literary, and media texts.			
2.3.2 Techniques and Elements Explain connections between events and the roles of main characters in oral, literary, and media texts, and identify how these texts may influence people's behaviours.	12, 16, 17, 39, 45		2, 3, 5, 6
2.3.3 Vocabulary Expand knowledge of words and word relationships [including homonyms, antonyms, and synonyms] using a variety of sources [such as print and electronic dictionaries, thesauri, people...].		1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 33, 34, 35, 36, 37, 38, 39, 40	
2.3.4 Experiment with Language Recognize how words and word combinations influence or convey meaning; identify ways in which exaggeration is used to convey humour.	31, 44		
2.3.5 Create Original Texts Create original texts to communicate and demonstrate understanding of forms and techniques.			4
General Outcome 3—Students will listen, speak, read, write, view and represent to manage ideas and information.			
3.1 Plan and Focus			
3.1.1 Use Personal Knowledge Categorize personal knowledge of a topic to determine information needs.			2, 3, 5, 6
3.1.2 Ask Questions Ask general and specific questions on topics using predetermined categories.			

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3.1.3 Contribute to Group Inquiry Identify relevant personal knowledge of a topic and possible categories of questions and purposes for group inquiry or research.			
3.1.4 Create and Follow a Plan Select and use a plan for gathering information.			
3.2 Select and Process			
3.2.1 Identify Personal and Peer Knowledge Record, select, and share personal knowledge of a topic to focus inquiry or research.			
3.2.2 Identify Sources Answer inquiry or research questions using a variety of information sources.			
3.2.3 Assess Sources Assess the usefulness of information for inquiry or research using pre-established criteria.			
3.2.4 Access Information Use a variety of tools [including indices, maps, atlases, charts, glossaries, typographical features, card or electronic catalogues, and dictionaries] to access information and ideas; use visual and auditory cues to identify important information.			
3.2.5 Make Sense of Information Determine main and supporting ideas using prior knowledge, predictions, connections, inferences, and visual and auditory cues.	13, 18, 21, 23, 26, 30, 37, 40, 47		1, 2, 3, 4, 5, 6
3.3 Organize, Record, and Assess			
3.3.1 Organize Information Organize information and ideas in logical sequences using a variety of strategies.			1, 2, 3, 4, 5, 6
3.3.2 Record Information Make notes of key words, phrases, and images by subtopics; cite authors and titles of sources alphabetically.			
3.3.3 Evaluate Information Examine collected information to identify categories or aspects of a topic that need more information.			1, 2, 3, 4, 5, 6
3.3.4 Develop New Understanding Use gathered information and questions to review and add to knowledge; consider new questions regarding the inquiry or research process and content.			

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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 Categorize personal knowledge of a topic to determine information needs.			1, 2, 4
3.1.2 Ask Questions Ask general and specific questions on topics using predetermined categories.			
3.1.3 Contribute to Group Inquiry Identify relevant personal knowledge of a topic and possible categories of questions and purposes for group inquiry or research.			
3.1.4 Create and Follow a Plan Select and use a plan for gathering information.			
3.2 Select and Process			
3.2.1 Identify Personal and Peer Knowledge Record, select, and share personal knowledge of a topic to focus inquiry or research.			1, 2, 3, 4, 5
3.2.2 Identify Sources Answer inquiry or research questions using a variety of information sources.			
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3.2.4 Access Information Use a variety of tools [including indices, maps, atlases, charts, glossaries, typographical features, card or electronic catalogues, and dictionaries] to access information and ideas; use visual and auditory cues to identify important information.			
3.2.5 Make Sense of Information Determine main and supporting ideas using prior knowledge, predictions, connections, inferences, and visual and auditory cues.			1, 2, 3, 4, 5
3.3 Organize, Record, and Assess			
3.3.1 Organize Information Organize information and ideas in logical sequences using a variety of strategies.			1, 2, 3, 4, 5,
3.3.2 Record Information Make notes of key words, phrases, and images by subtopics; cite authors and titles of sources alphabetically.			
3.3.3 Evaluate Information Examine collected information to identify categories or aspects of a topic that need more information.			

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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 Use gathered information and questions to review and add to knowledge; consider new questions regarding the inquiry or research process and content.			
4.1 Generate and Focus			
4.1.1 Generate Ideas Focus a topic for oral, written, and visual texts using a variety of strategies.			1, 2, 3, 4, 5,
4.1.2 Choose Forms Choose from a variety of favourite forms and experiment with modelled forms for various audiences and purposes.			3, 4, 5
4.1.3 Organize Ideas Determine key ideas and organize appropriate supporting details in own oral, written, and visual texts.	29, 30, 31, 37, 38, 39, 40		1, 2, 3, 4, 5
4.2 Enhance and Improve			
4.2.1 Appraise Own and Others' Work Share own stories and creations in various ways with peers; give support and offer feedback to peers using pre-established criteria when responding to own and others' creations.			
4.2.2 Revise Content Revise to create an interesting impression and check for sequence of ideas.	32, 33, 34, 35, 36		1, 2, 3, 4, 5
4.2.3 Enhance Legibility Write legibly, with increasing speed, using a handwriting style that is consistent in alignment, shape, slant, and spacing; experiment with the use of templates, formatting, and familiar software when composing and revising.			
4.2.4 Enhance Artistry Choose descriptive language and sentence patterns to clarify and enhance ideas.			1, 2, 3, 4, 5
4.2.5 Enhance Presentation Prepare organized compositions and reports using sound effects and visuals that engage the audience.			
4.3 Attend to Conventions			
4.3.1 Grammar and Usage Edit for complete sentences and appropriate use of statements, questions, and exclamations.	15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28		1, 2, 3, 4, 5
4.3.2 Spelling (see Strategies) Know and apply spelling conventions using a variety of strategies [including phonics, structural analysis, syllabication, and visual memory] and resources and spelling patterns when editing and proofreading.		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	1, 2, 3, 4, 5

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	Writing Conventions	Spelling	Writing
4.3.3 Punctuation and Capitalization Know and use conventions of basic capitalization and punctuation [including commas in series and quotation marks] when editing and proofreading.	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14		1, 2, 3, 4, 5
4.4 Present and Share			
4.4.1 Share Ideas and Information Prepare and share information on a topic using print and non-print aids to engage and inform a familiar audience.			
4.4.2 Effective Oral Communication Describe and explain information and ideas to a particular audience; select, use, and monitor appropriate volume, intonation, and non-verbal cues.			
4.4.3 Attentive Listening and Viewing Demonstrate appropriate audience behaviours.			
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 Describe relationships between own and others' ideas and experiences.			
5.1.2 Relate Texts to Culture Explore cultural representations in oral, literary, and media texts from various communities.			
5.1.3 Appreciate Diversity Connect the insights of individuals in oral, literary, and media texts to personal experiences; discuss connections in representations of cultures in oral, literary, and media texts; discuss personal participation and responsibility in communities.			
5.1.4 Celebrate Special Occasions Use appropriate language and forms to acknowledge special events and honour accomplishments in and beyond the classroom.			
5.2 Encourage, Support, and Work with Others			
5.2.1 Cooperate with Others Appreciate that everyone in a group has to work together to achieve cooperative and collaborative group tasks, and act accordingly.			
5.2.2 Work in Groups Take roles and share responsibilities as a group member.			
5.2.3 Use Language to Show Respect Appreciate variations in language use in a variety of contexts in immediate communities.			
5.2.4 Evaluate Group Process Show appreciation and offer constructive feedback to peers and seek support from group members; evaluate own group participation and adjust behaviour accordingly.			

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Mathematics Manitoba Curriculum Specific Expectations	Canadian Achievement Tests, Fourth Edition (CAT-4)		
	Multiple-Choice Tests		Constructed-Response Tasks
	Mathematics	Computation and Estimation	Math Processes
Strand: Number Sense			
4.N.1. Represent and describe whole numbers to 10 000, pictorially and symbolically.	19, 58		
4.N.2. Compare and order numbers to 10 000.			
4.N.3. Demonstrate an understanding of addition of numbers with answers to 10 000 and their corresponding subtractions (limited to 3- and 4-digit numerals) by <ul style="list-style-type: none"> • using personal strategies for adding and subtracting • estimating sums and differences • solving problems involving addition and subtraction 		1, 3, 4, 6, 7, 8, 11, 13, 14, 19, 22, 29	
4.N.4. Explain the properties of 0 and 1 for multiplication, and the property of 1 for division.			
4.N.5. Describe and apply mental mathematics strategies, such as <ul style="list-style-type: none"> • skip-counting from a known fact • using doubling or halving • using doubling and adding one more group • using patterns in the 9s facts • using repeated doubling to develop recall of basic multiplication facts to 9×9 and related division facts.		5	
4.N.6. Demonstrate an understanding of multiplication (2- or 3-digit numerals by 1-digit numerals) to solve problems by <ul style="list-style-type: none"> • using personal strategies for multiplication with and without concrete materials • using arrays to represent multiplication • connecting concrete representations to symbolic representations • estimating products 	1, 36	2, 9, 10, 12, 15, 17, 20, 23, 30, 34, 35, 36	
4.N.7. Demonstrate an understanding of division (1-digit divisor and up to 2-digit dividend) to solve problems by <ul style="list-style-type: none"> • using personal strategies for dividing with and without concrete materials • estimating quotients • relating division to multiplication 	37, 59	21, 26, 27, 31, 32, 33	
4.N.8. Demonstrate an understanding of fractions less than or equal to one by using concrete and pictorial representations to <ul style="list-style-type: none"> • name and record fractions for the parts of a whole or a set • compare and order fractions • model and explain that for different wholes, two identical fractions may not represent the same quantity • provide examples of where fractions are used 			

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	Mathematics	Computation and Estimation	Math Processes
4.N.9. Describe and represent decimals (tenths and hundredths) concretely, pictorially, and symbolically	22, 24, 32		
4.N.10. Relate decimals to fractions (to hundredths).	29, 48		
4.N.11. Demonstrate an understanding of addition and subtraction of decimals (limited to hundredths) by <ul style="list-style-type: none"> • using compatible numbers • estimating sums and differences • using mental math strategies to solve problems. 	25, 49	16, 18, 24, 25, 28	
Foundational Number Skills from previous grades	51		
Strand: Patterns and Relations			
4.PR.1. Identify and describe patterns found in tables and charts, including a multiplication chart.	10, 16, 26, 43, 50		
4.PR.2. Reproduce a pattern shown in a table or chart using concrete materials.			
4.PR.3. Represent and describe patterns and relationships using charts and tables to solve problems.	6, 39, 44, 45		
4.PR.4. Identify and explain mathematical relationships using charts and diagrams to solve problems.	20, 53		
4.PR.5. Express a problem as an equation in which a symbol is used to represent an unknown number.			
4.PR.6. Solve one-step equations involving a symbol to represent an unknown number	18, 21, 56		
Foundational Pattern Skills	11		
Strand: Shape and Space			
4.SS.1. Read and record time using digital and analog clocks, including 24-hour clocks.			
4.SS.2. Read and record calendar dates in a variety of formats.			
4.SS.3. Demonstrate an understanding of area of regular and irregular 2-D shapes by <ul style="list-style-type: none"> • recognizing that area is measured in square units • selecting and justifying referents for the units cm² or m² • estimating area by using referents for cm² or m² • determining and recording area (cm² or m²) • constructing different rectangles for a given area (cm² or m²) in order to demonstrate that many different rectangles may have the same area 	5, 12		

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	Mathematics	Computation and Estimation	Math Processes
4.SS.4. Solve problems involving 2-D shapes and 3-D objects.	2, 8, 28, 38, 41, 52		
4.SS.5. Describe and construct rectangular and triangular prisms.	3, 13		
4.SS.6. Demonstrate an understanding of line symmetry by <ul style="list-style-type: none"> • identifying symmetrical 2-D shapes • creating symmetrical 2-D shapes • drawing one or more lines of symmetry in a 2-D shape 	4, 7, 9, 15		
Foundational Number Skills from previous grades	17, 23, 28, 30, 31, 33, 40, 60		
Strand: Statistics and Probability			
4.SP.1. Demonstrate an understanding of many-to-one correspondence.			
4.SP.2. Construct and interpret pictographs and bar graphs involving many-to-one correspondence to draw conclusions.	14, 27, 34, 35, 46, 54, 55		
Foundational Pattern Skills	42, 47		