

CAT-4 Match to the Manitoba Curriculum

Level 15 to Grade 5

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 Use personal experiences as a basis for exploring, predicting, and expressing opinions and understanding.			2, 5, 6
1.1.2 Consider Others' Ideas Seek others' viewpoints to build on personal responses and understanding.			
1.1.3 Experiment with Language and Form Recognize and use favourite forms of self-expression.			
1.1.4 Express Preferences Review personal collection of favourite oral, literary, and media texts and share responses to preferred forms.			
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 Use prior knowledge and experiences selectively to make sense of new information in a variety of contexts.			
1.2.2 Explain Opinions Explain the importance of linking personal perceptions and ideas to new concepts.			
1.2.3 Combine Ideas Organize ideas and information in ways that clarify and shape understanding.			1, 2, 3, 4, 5, 6
1.2.4 Extend Understanding Appraise ideas for clarity and ask extending questions.			
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 Describe and build upon connections between previous experiences, prior knowledge, and a variety of texts.			2, 5, 6
2.1.2 Comprehension Strategies Use a variety of comprehension strategies [including setting a purpose, asking questions, inferring, and confirming or rejecting predictions and conclusions]; confirm understanding and self-correct when necessary.	1, 2, 4, 8, 9, 13, 16, 18, 20, 23, 25, 26, 31, 32, 36, 39, 41, 42, 46, 47		1, 2, 3, 4, 5, 6
2.1.3 Textual Cues Use textual cues to construct and confirm meaning.	21, 29, 38, 43, 44		3, 4, 5

CAT-4 Match to the Manitoba Curriculum

Level 15 to Grade 5

Reading Manitoba Curriculum Specific Outcomes	Canadian Achievement Tests, Fourth Edition (CAT-4)		
	Multiple-Choice Tests		Constructed-Response Tasks
	Reading	Vocabulary	Response to Text
2.1.4 Cueing Systems Use syntactic, semantic, and graphophonic cueing systems [including word order, context clues; structural analysis to identify roots, prefixes, and suffixes] to construct and confirm meaning; use a dictionary to determine word meaning in context.	10, 11, 17, 45, 48	1, 2, 3, 4, 5, 6, 7, 8, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40	
2.2 Respond to Texts			
2.2.1 Experience Various Texts Experience texts from a variety of forms and genres [such as historical fiction, myths, biographies...] and cultural traditions; explain preferences for particular types of oral, literary, and media texts.			
2.2.2 Connect Self, Texts, and Culture Compare the challenges and situations encountered in daily life with those experienced by people in other times, places, and cultures as portrayed in oral, literary, and media texts [including texts about Canada or by Canadian writers].			2, 6
2.2.3 Appreciate the Artistry of Texts Identify descriptive and figurative language in oral, literary, and media texts.	40		
2.3 Understand Forms and Techniques			
2.3.1 Forms and Genre Understand and use a variety of forms and genres of oral, literary, and media texts.	6, 15		
2.3.2 Techniques and Elements Identify key elements [including plot, setting, and characterization] and techniques in oral, literary, and media texts, and explore their impact.	5, 14, 22, 24, 30		1, 3, 4
2.3.3 Vocabulary Identify how and why word structures and meaning change, and use accurate word meaning according to context.	12, 19, 27, 35	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 Experiment with words and sentence patterns to create word pictures; identify figures of speech [including personification] and ways in which they convey meaning.	3, 7, 33, 34, 45		5
2.3.5 Create Original Texts Create original texts to communicate and demonstrate understanding of forms and techniques.			
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 Summarize personal knowledge of a topic in categories to determine information needs.			

CAT-4 Match to the Manitoba Curriculum

Level 15 to Grade 5

Reading Manitoba Curriculum Specific Outcomes	Canadian Achievement Tests, Fourth Edition (CAT-4)		
	Multiple-Choice Tests		Constructed-Response Tasks
	Reading	Vocabulary	Response to Text
3.1.2 Ask Questions Formulate general and specific questions to identify information needs.			
3.1.3 Contribute to Group Inquiry Share personal knowledge of a selected topic to help formulate relevant questions appropriate to a specific audience and purpose for group inquiry or research.			
3.1.4 Create and Follow a Plan Gather and record information and ideas using a plan.			
3.2 Select and Process			
3.2.1 Identify Personal and Peer Knowledge Record personal knowledge of a topic and collaborate to generate information for inquiry or research.			
3.2.2 Identify Sources Answer inquiry or research questions using a variety of information sources.			
3.2.3 Assess Sources Determine the usefulness of information for inquiry or research purpose and focus using pre-established criteria.			
3.2.4 Access Information Use a variety of tools (including chapter headings and encyclopedia guide words) to access information and ideas; use visual and auditory cues to identify key ideas.			
3.2.5 Make Sense of Information Recognize organizational patterns of oral, visual, and written texts [including main ideas and supporting details, explanation, comparison and contrast, cause and effect, and sequence]; skim scan and listen for key words and phrases.			1, 2, 4, 6
3.3 Organize, Record, and Assess			
3.3.1 Organize Information Organize information and ideas into categories using a variety of strategies.			
3.3.2 Record Information Record information in own words; cite authors and titles alphabetically and provide publication dates of sources.			
General Outcome 3—Students will listen, speak, read, write, view and represent to manage ideas and information.			
3.3.3 Evaluate Information Recognize gaps in the information gathered and locate additional information needed for a particular form, audience, and purpose.			
3.3.4 Develop New Understanding Assess knowledge gained through the inquiry or research process; form personal conclusions and generate new questions for further research or inquiry.			

CAT-4 Match to the Manitoba Curriculum

Level 15 to Grade 5

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 Summarize personal knowledge of a topic in categories to determine information needs.			2, 3
3.1.2 Ask Questions Formulate general and specific questions to identify information needs.			
3.1.3 Contribute to Group Inquiry Share personal knowledge of a selected topic to help formulate relevant questions appropriate to a specific audience and purpose for group inquiry or research.			
3.1.4 Create and Follow a Plan Gather and record information and ideas using a plan.			1, 2, 3, 4, 5
3.2 Select and Process			
3.2.1 Identify Personal and Peer Knowledge Record personal knowledge of a topic and collaborate to generate information for inquiry or research.			
3.2.2 Identify Sources Answer inquiry or research questions using a variety of information sources.			
3.2.3 Assess Sources Determine the usefulness of information for inquiry or research purpose and focus using pre-established criteria.			
3.2.4 Access Information Use a variety of tools (including chapter headings and encyclopedia guide words) to access information and ideas; use visual and auditory cues to identify key ideas.			5
3.2.5 Make Sense of Information Recognize organizational patterns of oral, visual, and written texts [including main ideas and supporting details, explanation, comparison and contrast, cause and effect, and sequence]; skim scan and listen for key words and phrases.	29, 30, 31, 32, 33, 34, 35, 36		
3.3 Organize, Record, and Assess			
3.3.1 Organize Information Organize information and ideas into categories.	37, 38, 39, 40		1, 2, 3, 4, 5
3.3.2 Record Information Record information in own words; cite authors and titles alphabetically and provide publication dates of sources.			
3.3.3 Evaluate Information Recognize gaps in the information gathered and locate additional information needed for a particular form, audience, and purpose.			

CAT-4 Match to the Manitoba Curriculum

Level 15 to Grade 5

Writing Manitoba Curriculum Specific Outcomes	Canadian Achievement Tests, Fourth Edition (CAT-4)		
	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 Assess knowledge gained through the inquiry or research process; form personal conclusions and generate new questions for further research or inquiry.			
4.1 Generate and Focus			
4.1.1 Generate Ideas Focus a topic for oral, written, and visual texts by integrating ideas from experiences and a variety of other sources.			2, 3
4.1.2 Choose Forms Choose forms appropriate to a variety of audiences and purposes.			2, 4
4.1.3 Organize Ideas Use listening, reading, and viewing experiences as models for organizing ideas in own oral, written, and visual texts.			
4.2 Enhance and Improve			
4.2.1 Appraise Own and Others' Work Participate in developing criteria to respond to own and others' oral, written, and visual creations and use the criteria to suggest revisions.			
4.2.2 Revise Content Revise for content, organization, and clarity.			1, 2, 3, 4, 5
4.2.3 Enhance Legibility Write legibly and use appropriate formatting and word processing when composing and revising.			
4.2.4 Enhance Artistry Select words, sounds, and images for appropriate connotations, and use varied sentence lengths and structures [including compound sentences].	15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28		1, 2, 3, 4, 5
4.2.5 Enhance Presentation Prepare organized compositions, presentations, reports, and inquiry or research projects using pre-established organizers.			
4.3 Attend to Conventions			
4.3.1 Grammar and Usage Edit to eliminate fragments and run-on sentences.			1, 2, 3, 4, 5
4.3.2 Spelling (see Strategies) Know and apply spelling conventions using a variety of strategies [including structural analysis, syllabication, and visual memory] and spelling patterns when editing and proofreading; predict the spelling of unfamiliar words using a variety of resources to confirm correctness.		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

CAT-4 Match to the Manitoba Curriculum

Level 15 to Grade 5

Writing Manitoba Curriculum Specific Outcomes	Canadian Achievement Tests, Fourth Edition (CAT-4)		
	Multiple-Choice Tests		Constructed-Response Tasks
	Writing Conventions	Spelling	Writing
4.3.3 Punctuation and Capitalization Know how to capitalize and punctuate compound sentences, headings, and titles, and apply these conventions 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, audio-visual, and dramatic forms to engage the audience.			
4.4.2 Effective Oral Communication Use gestures and facial expression to enhance oral presentations; use and monitor emphasis and appropriate pacing; arrange presentation space to focus audience attention.			
4.4.3 Attentive Listening and Viewing Show respect for presenter(s) through active listening and viewing and other 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 Acknowledge differing responses to common experiences.			
5.1.2 Relate Texts to Culture Draw on oral, literary, and media texts to explain personal perspectives on cultural representations.			
5.1.3 Appreciate Diversity Compare individuals and situations portrayed in oral, literary, and media texts to those encountered in real life; recognize personal participation and responsibility in communities.			
5.1.4 Celebrate Special Occasions Select and use language appropriate in tone and form to recognize and honour people and events.			
5.2 Encourage, Support, and Work with Others			
5.2.1 Cooperate with Others Distinguish between on-task and off-task ideas and behaviours in cooperative and collaborative groups, and stay on task; identify and solve group productivity issues.			
5.2.2 Work in Groups Assume the responsibilities of various group roles; choose roles appropriate for tasks and productivity.			
5.2.3 Use Language to Show Respect Demonstrate sensitivity to appropriate language use when communicating orally.			
5.2.4 Evaluate Group Process Assess group process using checklists, and determine areas for development; set group and individual goals.			

CAT-4 Match to the Manitoba Curriculum

Level 15 to Grade 5

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			
5.N.1. Represent and describe whole numbers to 1 000 000.	1, 5, 11, 12, 14		
5.N.2. Apply estimation strategies including <ul style="list-style-type: none"> • front-end rounding • compensation • compatible numbers in problem-solving contexts	37	6, 30, 32, 34	
5.N.3. Determine multiplication facts (to 81) and related division facts		2	
5.N.4. Apply mental mathematics strategies for multiplication, such as <ul style="list-style-type: none"> • annexing then adding zeros • halving and doubling • using the distributive property 			
5.N.5. Demonstrate an understanding of multiplication (2-digit numerals by 2-digit numerals) to solve problems.		13, 17	
5.N.6. Demonstrate an understanding of division (3-digit numerals by 1-digit numerals) with and without concrete materials, and interpret remainders to solve problems.	50, 60	3, 26, 31, 36	
5.N.7. Demonstrate an understanding of fractions by using concrete and pictorial representations to <ul style="list-style-type: none"> • create sets of equivalent fractions • compare fractions with like and unlike denominators 			
5.N.8. Describe and represent decimals (tenths, hundredths, thousandths) concretely, pictorially, and symbolically.	48, 54, 58		
5.N.9. Relate decimals to fractions (tenths, hundredths, thousandths).	29	22, 27	
5.N.10. Compare and order decimals (tenths, hundredths, thousandths) by using <ul style="list-style-type: none"> • benchmarks • place value • equivalent decimals 	59		
5.N.11. Demonstrate an understanding of addition and subtraction of decimals (limited to thousandths).	19, 36	4, 5, 10, 14, 15, 16, 18, 20, 21, 25, 29	
Foundational Number Skills and Problem Solving	28, 30, 32, 41, 42, 45	1, 7, 8, 9, 11, 12, 23, 28, 35	

CAT-4 Match to the Manitoba Curriculum

Level 15 to Grade 5

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: Patterns and Relations			
5.PR.1. Determine the pattern rule to make predictions about subsequent elements.	13, 18, 24, 31, 35, 55		
5.PR.2. Solve problems involving single-variable (expressed as symbols or letters), one-step equations with whole-number coefficients, and whole-number solutions.	6, 7, 22		
Foundational Patterning Skills and Problem Solving	15, 40		
Strand: Shape and Space			
5.SS.1. Design and construct different rectangles given either perimeter or area, or both (whole numbers), and draw conclusions.	23, 27		
5.SS.2. Demonstrate an understanding of measuring length (mm) by <ul style="list-style-type: none"> selecting and justifying referents for the unit mm modelling and describing the relationship between mm and cm units, and between mm and m units 	33, 44, 49		
5.SS.3. Demonstrate an understanding of volume by <ul style="list-style-type: none"> selecting and justifying referents for cm³ or m³ units estimating volume by using referents for cm³ or m³ measuring and recording volume (cm³ or m³) constructing rectangular prisms for a given volume 			
5.SS.4. Demonstrate an understanding of capacity by <ul style="list-style-type: none"> describing the relationship between mL and L selecting and justifying referents for mL or L units estimating capacity by using referents for mL or L measuring and recording capacity (mL or L) 			
5.SS.5. Describe and provide examples of edges and faces of 3-D objects, and sides of 2-D shapes, that are <ul style="list-style-type: none"> parallel intersecting perpendicular vertical horizontal 	3, 10, 17		
5.SS.6. Identify and sort quadrilaterals, including <ul style="list-style-type: none"> rectangles squares trapezoids parallelograms rhombuses 			
5.SS.7. Perform a single transformation (translation, rotation, or reflection) of a 2-D shape, and draw and describe the image.	20		

CAT-4 Match to the Manitoba Curriculum

Level 15 to Grade 5

Mathematics Manitoba Curriculum Specific Expectations	Canadian Achievement Tests, Fourth Edition (CAT-4)		
	Multiple-Choice Tests		Constructed-Response Tasks
	Mathematics	Computation and Estimation	Math Processes
5.SS.8. Identify a single transformation (translation, rotation, or reflection) of 2-D shapes.	2, 8, 9, 16		
Foundational Spatial Skills from previous grades	4, 21, 34, 47, 49, 56		
Strand: Statistics and Probability			
5.SP.1. Differentiate between first-hand and second-hand data.			
5.SP.2. Construct and interpret double bar graphs to draw conclusions.			
5.SP.3. Describe the likelihood of a single outcome occurring, using words such as <ul style="list-style-type: none"> • impossible • possible • certain 			
5.SP.4. Compare the likelihood of two possible outcomes occurring, using words such as <ul style="list-style-type: none"> • less likely • equally likely • more likely 			
Foundational Data Skills	26, 38, 39, 51, 52, 57		