

CAT-4 Match to the Manitoba Curriculum

Level 16 to Grade 6

Reading Manitoba Curriculum, 2000 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 Engage in exploratory communication to share personal responses, make predictions, and discover own interpretations.			
1.1.2 Consider Others' Ideas Select from others' ideas and observations to develop thinking and understanding.			
1.1.3 Experiment with Language and Form Experiment with new forms of self-expression.			
1.1.4 Express Preferences Assess personal collection of favourite oral, literary, and media texts and discuss preferences for particular forms.			
1.1.5 Set Goals Assess personal language use and revise personal goals to enhance language learning and use.			
1.2 Clarify and Extend			
1.2.1 Develop Understanding Reflect on prior knowledge and experiences to arrive at new understanding.			
1.2.2 Explain Opinions Explain personal viewpoints in clear and meaningful ways and revise personal understanding.			
1.2.3 Combine Ideas Search for ways to reorganize ideas and information to extend understanding.			
1.2.4 Extend Understanding Appraise ideas for clarity and ask extending questions; select from others' experiences and ideas to extend ways of knowing the world.			
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 Seek connections between previous experiences, prior knowledge, and a variety of texts.	47		4, 5
2.1.2 Comprehension Strategies Use comprehension strategies appropriate to the type of text and purpose [including summarizing, outlining, remembering ideas, and responding personally].	16, 25, 36, 37, 39, 40		1, 2, 6
2.1.3 Textual Cues Use textual cues to construct and confirm meaning.	11, 14, 15, 28, 38		1, 3

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2.1.4 Cueing Systems Use syntactic, semantic, and graphophonic cueing systems [including word order, context clues; and multiple meanings of words, structural analysis to identify roots, prefixes, and suffixes] to construct and confirm meaning; use a dictionary to determine word meaning in context.	1, 24, 33, 35, 44, 45	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, 33, 34, 35, 36, 37, 38, 39, 40	5
2.2 Respond to Texts			
2.2.1 Experience Various Texts Seek opportunities to experience texts from a variety of forms and genres and cultural traditions; share responses			
2.2.2 Connect Self, Texts, and Culture Discuss own and others' understanding of various community and cultural traditions in various places and times as 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 descriptive and figurative language in oral, literary, and media texts and discuss how it enhances understanding of people, places, and action.	19, 27, 43		
2.3 Understand Forms and Techniques			
2.3.1 Forms and Genre Recognize key characteristics of various forms and genres of oral, literary, and media texts.	13, 23		
2.3.2 Techniques and Elements Identify significant elements and techniques in oral, literary, and media texts, and examine how they interact to create effects.	46, 48		3
2.3.3 Vocabulary Experiment with ambiguity in language in a variety of contexts.			
2.3.4 Experiment with Language Alter words, forms, and sentence patterns to create new versions of texts for a variety of purposes; explain ways in which figures of speech clarify and enhance meaning.			3
2.3.5 Create Original Texts Create original texts to communicate and demonstrate understanding of forms and techniques.			
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 Summarize and focus personal knowledge of a topic to determine information needs.			

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	Reading	Vocabulary	Response to Text
3.1.2 Ask Questions Formulate relevant questions to focus information needs for an inquiry.			
3.1.3 Contribute to Group Inquiry Contribute to group knowledge of topics to help identify and focus information needs, sources, and purposes for group inquiry or research.			
3.1.4 Create and Follow a Plan Create and follow a plan to collect and record information within a pre-established time frame.			
3.2 Select and Process			
3.2.1 Identify Personal and Peer Knowledge Recall, record and organize personal and peer knowledge of a topic for inquiry or research.			
3.2.2 Identify Sources Answer inquiry and research questions using a variety of information sources.			
3.2.3 Assess Sources Recognize that information serves different purposes and determine its usefulness for inquiry or research focus using pre-established criteria.	12, 34, 41		
3.2.4 Access Information Use a variety of tools [including bibliographies, thesauri, and technology] to access information and ideas; use visual and auditory cues.			
3.2.5 Make Sense of Information Use organizational patterns of oral, visual, and written texts [including main ideas and supporting details, explanation, comparison and contrast, cause and effect, and sequence] to construct meaning; skim, scan and read closely to gather information.	2, 3, 4, 5, 6, 7, 8, 9, 17, 18, 20, 21, 22, 26, 29, 31		2, 3, 5, 6
3.3 Organize, Record, and Assess			
3.3.1 Organize Information Organize information and ideas using a variety of strategies and techniques.			1, 4, 6
3.3.2 Record Information Make notes on a topic, combining information from more than one source; reference sources appropriately.			
3.3.3 Evaluate Information Evaluate the appropriateness of information for a particular form, audience, and purpose; identify gaps in information collected and gather additional information.			
3.3.4 Develop New Understanding Relate gathered information to prior knowledge to reach conclusions or develop points of view; establish goals for developing further inquiry or research skills.	10, 30, 32		1, 3, 4, 5, 6

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	Multiple-Choice Tests		Constructed-Response Tasks
	Writing Conventions	Spelling	Writing
General Outcome 2 —Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.			
2.1 Use Strategies and Cues			
2.1.1 Prior Knowledge Seek connections between previous experiences, prior knowledge, and a variety of texts.			1, 2, 3, 4, 5
2.1.2 Comprehension Strategies Use comprehension strategies appropriate to the type of text and purpose [including summarizing, outlining, remembering ideas, and responding personally].			
2.1.3 Textual Cues Use textual cues to construct and confirm meaning.			
2.1.4 Cueing Systems Use syntactic, semantic, and graphophonic cueing systems [including word order, context clues; and multiple meanings of words, structural analysis to identify roots, prefixes, and suffixes] to construct and confirm meaning; use a dictionary to determine word meaning in context.	27, 28, 29, 30, 31, 32, 33, 34, 35		
2.2 Respond to Texts			
2.2.1 Experience Various Texts Seek opportunities to experience texts from a variety of forms and genres and cultural traditions; share responses			
2.2.2 Connect Self, Texts, and Culture Discuss own and others' understanding of various community and cultural traditions in various places and times as portrayed in oral, literary, and media texts [including texts about Canada or by Canadian writers].			
2.2.3 Appreciate the Artistry of Texts Identify descriptive and figurative language in oral, literary, and media texts and discuss how it enhances understanding of people, places, and action.			
2.3 Understand forms and genres			
2.3.1 Forms and Genre Recognize key characteristics of various forms and genres of oral, literary, and media texts.			
2.3.2 Techniques and Elements Identify significant elements and techniques in oral, literary, and media texts, and examine how they interact to create effects.			
2.3.3 Vocabulary Experiment with ambiguity in language in a variety of contexts.			
2.3.4 Experiment with Language Alter words, forms, and sentence patterns to create new versions of texts for a variety of purposes; explain ways in which figures of speech.			1, 2, 3, 4, 5

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	Writing Conventions	Spelling	Writing
2.3.5 Create Original Texts Create original texts to communicate and demonstrate understanding of forms and techniques.			1, 2, 3, 4, 5
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 and focus personal knowledge of a topic to determine information needs.			
3.1.2 Ask Questions Formulate relevant questions to focus information needs for an inquiry.			
3.1.3 Contribute to Group Inquiry Contribute to group knowledge of topics to help identify and focus information needs, sources, and purposes for group inquiry or research.			
3.1.4 Create and Follow a Plan Create and follow a plan to collect and record information within a pre-established time frame.			
3.2 Select and Process			
3.2.1 Identify Personal and Peer Knowledge Recall, record and organize personal and peer knowledge of a topic for inquiry or research.			
3.2.2 Identify Sources Answer inquiry and research questions using a variety of information sources.			
3.2.3 Assess Sources Recognize that information serves different purposes and determine its usefulness for inquiry or research focus using pre-established criteria.			
3.2.4 Access Information Use a variety of tools [including bibliographies, thesauri, and technology] to access information and ideas; use visual and auditory cues to identify relevant information.			
3.2.5 Make Sense of Information Use organizational patterns of oral, visual, and written texts [including main ideas and supporting details, explanation, comparison and contrast, cause and effect, and sequence] to construct meaning; skim, scan and read closely to gather information.	36, 37, 38, 39, 40		1, 2, 5
3.3 Organize, Record and Evaluate			
3.3.1 Organize Information Organize information and ideas using a variety of strategies and techniques.			3, 4, 5
3.3.2 Record Information Make notes on a topic, combining information from more than one source; reference sources appropriately.			

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	Multiple-Choice Tests		Constructed-Response Tasks
	Writing Conventions	Spelling	Writing
3.3.3 Evaluate Information Evaluate the appropriateness of information for a particular form, audience, and purpose; identify gaps in information collected and gather additional information.			
3.3.4 Develop New Understanding Relate gathered information to prior knowledge to reach conclusions or develop points of view; establish goals for developing further inquiry or research skills.			
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 Focus a topic for oral, written, and visual texts integrating ideas from experiences and a variety of other sources.			4, 5
4.1.2 Choose Forms Select specific forms that serve particular audiences and purposes.			
4.1.3 Organize Ideas Adapt models from listening, reading, and viewing experiences to enhance own oral, written, and visual texts using organizational patterns.			1, 2, 3, 4, 5
4.2 Enhance and Improve			
4.2.1 Appraise Own and Others' Work Share own stories and creations at appropriate times during revision and use criteria to provide feedback for others and to revise and assess own work and presentations.			
4.2.2 Revise Content Revise to eliminate unnecessary information.	22, 23, 24, 25, 26		
4.2.3 Enhance Legibility Write legibly and at a pace appropriate to context and purpose when composing and revising; select and use a variety of formatting options when appropriate.			
4.2.4 Enhance Artistry Choose language, sounds, and images [including transitional devices] to enhance meaning and emphasis.			1, 2, 3, 4, 5
4.2.5 Enhance Presentation Prepare detailed and organized compositions, presentations, reports, and inquiry or research projects using templates or pre-established organizers.			
4.3 Attend to Conventions			
4.3.1 Grammar and Usage Edit for subject-verb agreement, appropriate verb tense, and correct pronoun references.	16, 18		1, 2, 3, 4, 5

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	Multiple-Choice Tests		Constructed-Response Tasks
	Writing Conventions	Spelling	Writing
4.3.2 Spelling (see Strategies) Know and apply spelling conventions using appropriate strategies [including structural analysis, syllabication, and visual memory] and spelling patterns when editing and proofreading; use a variety of resources to determine the spelling of common exceptions to conventional spelling patterns.		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
4.3.3 Punctuation and Capitalization Know and apply capitalization and punctuation conventions in compound sentences, titles, headings, salutations, and addresses 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 Share information on a topic with class members in a planned and focused group session using a variety of strategies.			
4.4.2 Effective Oral Communication Use appropriate volume, phrasing, intonation, non-verbal cues, and presentation space to enhance communication.			
4.4.3 Attentive Listening and Viewing Demonstrate critical listening and viewing skills and strategies and show respect for presenter(s) through 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 Compare personal ways of responding and thinking with those of others.			
5.1.2 Relate Texts to Culture Incorporate language from oral, literary, and media texts to describe personal perspectives on cultural representations.			
5.1.3 Appreciate Diversity Observe and discuss aspects of human nature revealed in personal experiences and in oral, literary, and media texts; recognize personal participation and responsibility in communities.			
5.1.4 Celebrate Special Occasions Explore and experiment with various ways in which language is used across cultures, age groups, and genders to honour and celebrate people and events.			
5.2 Encourage, Support, and Work with Others			
5.2.1 Cooperate with Others Assist group members to maintain focus and complete tasks; identify and solve group process issues.			

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	Writing Conventions	Spelling	Writing
5.2.2 Work in Groups Select and assume roles to assist in the achievement of group goals; engage in on-going feedback.			
5.2.3 Use Language to Show Respect Demonstrate sensitivity to appropriate language use and tone when communicating orally.			
5.2.4 Evaluate Group Process Assess own contributions to group process, set personal goals for enhancing work with others, monitor group process using checklists, and set group goals.			

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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
Strand: Number Sense			
6.N.1. Demonstrate an understanding of place value for numbers • greater than one million • less than one thousandth. [C, CN, R, T]	15, 19, 31, 48	22	
6.N.2. Solve problems involving large numbers, using technology. [ME, PS, T]			
6.N.3. Demonstrate an understanding of factors and multiples by • determining multiples and factors of numbers less than 100 • identifying prime and composite numbers • solving problems involving factors or multiples. [PS, R, V]			
6.N.4. Relate improper fractions to mixed numbers. [CN, ME, R, V]	44		
6.N.5. Demonstrate an understanding of ratio, concretely, pictorially, and symbolically. [C, CN, PS, R, V]	29, 49		
6.N.6. Demonstrate an understanding of percent (limited to whole numbers) concretely, pictorially, and symbolically. [C, CN, PS, R, V]	27, 50, 53		
6.N.7. Demonstrate an understanding of integers, concretely, pictorially and symbolically. [C, CN, R, V]			
6.N.8. Demonstrate an understanding of multiplication and division of decimals involving • 1-digit whole-number multipliers • 1-digit natural number divisors • Multipliers and divisors that are multiples of 10. [C, CN, ME, PS, R, V]	23, 59	3, 20, 24, 25, 28, 29, 31, 32, 34, 35	
6.N.9. Explain and apply the order of operations, excluding exponents (limited to whole numbers). [CN, ME, PS, T]		17, 27, 30, 36	
Foundational Skills			
Operations and problem solving with whole numbers	17, 37, 55, 60	1, 4, 5, 6, 7, 10, 11, 12, 14, 15, 16, 19, 23, 33	
Add/Subtract Decimals		2, 8, 9, 13, 18, 21, 26	
Strand: Patterns and Relations			
6.PR.1. Demonstrate an understanding of the relationships within tables of values to solve problems. [C, CN, PS, R]	9, 10		

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	Mathematics	Computation	Math Processes
6.PR.2. Represent and describe patterns and relationships using graphs and tables. [C, CN, ME, PS, R, V]	4, 5, 20, 28, 35, 36, 52		
6.PR.3. Represent generalizations arising from number relationships using equations with letter variables. [C, CN, PS, R, V]	6, 7		
6.PR.4. Demonstrate and explain the meaning of preservation of equality concretely, pictorially, and symbolically. [C, CN, PS, R, V]			
Foundational Patterning Skills	18, 34		
Strand: Shape and Space			
6.SS.1. Demonstrate an understanding of angles by <ul style="list-style-type: none"> identifying examples of angles in the environment classifying angles according to their measure estimating the measure of angles using 45°, 90°, and 180° as reference angles determining angle measures in degrees drawing and labelling angles when the measure is specified. [C, CN, ME, V]	25, 42		
6.SS.2. Demonstrate that the sum of interior angles is <ul style="list-style-type: none"> 180° in a triangle 360° in a quadrilateral. [C, R]			
6.SS.3. Develop and apply a formula for determining the <ul style="list-style-type: none"> perimeter of polygons area of rectangles volume of right rectangular prisms. [C, CN, PS, R, V]	22, 32, 47, 51		
6.SS.4. Construct, and compare triangles, including <ul style="list-style-type: none"> scalene isosceles equilateral right obtuse acute in different orientations. [C, PS, R, V]	14, 33		
6.SS.5. Describe and compare the sides and angles of regular and irregular polygons. [C, PS, R, V]			
6.SS.6. Perform a combination of transformations (translations, rotations, or reflections) on a single 2-D shape, and draw and describe the image. [C, CN, PS, T, V]	1, 24, 41		

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	Mathematics	Computation	Math Processes
6.SS.7. Perform a combination of successive transformations of 2-D shapes to create a design, and identify and describe the transformations. [C, CN, T, V]			
6.SS. 8. Identify and plot points in the first quadrant of a Cartesian plane using whole number ordered pairs. [C, CN, V]	2		
6.SS.9. Perform and describe single transformations of a 2-D shape in the first quadrant of a Cartesian plane (limited to whole number vertices). [C, CN, PS, T, V]	3		
Foundational Shape and Space Skills	13, 16, 21, 26, 40, 43, 45, 46, 54, 58		
Strand: Statistics and Probability			
6.SP.1. Create, label, and interpret line graphs to draw conclusions. [C, CN, PS, R, V]	8		
6.SP.2. Select, justify, and use appropriate methods of collecting data, including <ul style="list-style-type: none"> • questionnaires • experiments • databases • electronic media. [C, PS, T]			
6.SP.3. Graph collected data and analyze the graph to solve problems. [C, CN, PS]	38, 57		
6.SP.4. Demonstrate an understanding of probability by <ul style="list-style-type: none"> • identifying all possible outcomes of a probability experiment • differentiating between experimental and theoretical probability • determining the theoretical probability of outcomes in a probability experiment • determining the experimental probability of outcomes in a probability experiment • comparing experimental results with the theoretical probability for an experiment. [C, ME, PS, T]	11, 12, 30, 39, 56		