

# CAT-4 Match to the Ontario Curriculum

Level 11 to Grade 1

<b>Reading</b> Ontario Curriculum, 2006 Specific Expectations	<i>Canadian Achievement Tests, Fourth Edition (CAT-4)</i>			
	Multiple-Choice Tests			Constructed-Response Tasks
	Reading	Word Analysis	Vocabulary	Response to Text
<b>1. Reading for Meaning</b>				
<b>1.1</b> read a few different types of literary texts (e.g., pattern books, rhymes, books from home, simple fiction stories), graphic texts (e.g., calendars, environmental print, signs), and informational texts (e.g., morning messages, strategy charts, instructions, simple non-fiction books, labels)				
<b>1.2</b> identify a few different purposes for reading and choose reading materials appropriate for those purposes (e.g., picture books for entertainment, information, or reflection; simple factual and visual texts for information; magazines for entertainment and interest)				
<b>1.3</b> identify a few reading comprehension strategies and use them before, during, and after reading to understand texts, initially with support and direction (e.g., activate prior knowledge by brainstorming about the cover, title page, or topic; describe how they visualize a character or scene in a text; ask questions about information or ideas presented in a text: I wonder if ...?, What if ...? Why did...?; identify important ideas in a text). Teacher prompt: "What do you think is the most important thing to remember so far about this text/ topic? Why do you think it is important?"	P8 3 P17 3			
<b>1.4</b> demonstrate understanding of a text by retelling the story or restating information from the text, including the main idea (e.g., retell a story or restate facts, including the main idea and important events, in accurate time order; role-play or dramatize a story or informational text using puppets or props)	P5 1, 2 P15 3 P16 1 P17 4 P19 3 P20 2			1, 4, 6
<b>1.5</b> use stated and implied information and ideas in texts, initially with support and direction, to make simple inferences and reasonable predictions about them. Teacher prompt: "The text tells us that the girl broke her brother's toy airplane. Think about what you know about the boy so far. Predict what might happen next. Is there information in the illustration that can help you make your prediction?"	P5 4 P9 4 P11 5 P20 1, 4, 5			5
<b>1.6</b> extend understanding of texts by connecting the ideas in them to their own knowledge and experience, to other familiar texts, and to the world around them (e.g., identify personally significant events in stories, such as losing a tooth or getting a pet; relate information in a text to previous experiences, other familiar texts, movies, or trips). Teacher prompts: "What does this text remind you of in your life?" "Now that we have researched [topic X], what have we learned?" "Does this book remind you of a story that you have been told?"				1, 2, 4, 5, 6

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	Reading	Word Analysis	Vocabulary	Response to Text
<b>1.7</b> identify the main idea and a few elements of texts, initially with support and direction (e.g., narrative: characters, setting, problem/solution; information text: introductory statement, facts, photographs)	P8 2 P15 5 P17 6 P18 2			
<b>1.8</b> express personal thoughts and feelings about what has been read (e.g., through role playing, drama, visual arts, music, discussion; by developing a plan to act on issues raised in the text). Teacher prompts: “How does the ending of this story make you feel?” “Do you think there are recycling ideas in the text that we could use in our classroom?” “Show me how you were feeling when...” “What would you say if you were...?”	P15 6 P18 1 P19 9 P20 3			2, 3, 4
<b>1.9</b> begin to identify, with support and direction, the speaker and the point of view presented in a text and suggest a possible alternative perspective (e.g., dramatize the story, taking on the role of different characters; create drawings, paintings, or models to represent the perspective of different characters in a text). Teacher prompts: “Who is talking in this story? Would the story be different if someone else were talking?” “What is the author telling us about this topic?”				2, 3
<b>2. Understanding Form and Style</b>				
<b>2.1</b> identify and describe the characteristics of a few simple text forms, with a focus on literary texts such as a simple fictional story (e.g., characters, setting, events, problem/solution), graphic texts such as a calendar (e.g., names of months and days, a grid, numbers), and informational texts such as a simple “All About _____” book (e.g., labels, headings, pictures)	P12 8 P13 10			
<b>2.2</b> recognize simple organizational patterns in texts of different types and explain, initially with support and direction, how the patterns help readers understand the texts (e.g., signal words such as first, second, then, finally help to identify time order or sequence)	P13 13			
<b>2.3</b> identify some text features (e.g., illustrations, symbols, photographs, title, page number, table of contents) and explain how they help readers understand texts. Teacher prompts: “How does the title help you understand what you are going to be reading?” “How does an illustration or photograph help you understand what you are reading?”	P5 3 P12 7 P14 1 P15 4 P19 6			
<b>2.4</b> identify some simple elements of style, including voice and word choice, and explain, initially with support and direction, how they help readers understand texts (e.g., descriptive words help the reader make better mind pictures of the characters or setting in a story). Teacher prompt: “What words in the text helped you make a picture in your head?”				

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	Multiple-Choice Tests			Constructed-Response Tasks
	Reading	Word Analysis	Vocabulary	Response to Text
<b>3. Reading with Fluency</b>				
<b>3.1</b> automatically read and understand some high-frequency words and words of personal interest or significance, in a variety of reading contexts (e.g., the same word in different graphic representations such as: on the word wall; in shared-, guided-, and independent-reading texts; on shared- and interactive-writing charts; in personal writing; in a variety of fonts)	P12 6 P16 2 P19 4, 8			
<b>3.2</b> predict the meaning of and solve unfamiliar words using different types of cues, including: <ul style="list-style-type: none"> <li>• semantic (meaning) cues (e.g., familiar words, phrases, sentences, and visuals that activate existing knowledge of oral and written language);</li> <li>• syntactic (language structure) cues (e.g., predictable word order, predictable language patterns, punctuation);</li> <li>• graphophonic (phonological and graphic) cues (e.g., blending and segmenting of individual sounds in words; visual features of words such as shape and orientation; sound-letter relationships for initial, final, and medial sounds; onset and rime; common spelling patterns; words within words)</li> </ul> Teacher prompt (for cross-checking of cues): “It looks right and sounds right, but does it make sense?”	P7 1 P14 2 P17 5 P19 5, 7	P23 2, 3, 4, 5 P24 2, 3, 4, 5 P25 2, 3, 5 P26 2, 3, 4, 5, 6, 7, 8 P27 9, 10, 11, 12, 13	P28 2, 3, 4, 5, 6, 7, 8 P29 9, 10, 11, 12, 13 P30 2, 3, 4, 5 P31 6, 7, 8, 9, 10, 11 P32 12, 13	
<b>3.3</b> read appropriate, familiar texts at a sufficient rate and with sufficient expression to convey the sense of the text to the reader (e.g., make oral reading of a role in a simple readers’ theatre script sound like natural speech)				

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Writing Ontario Curriculum, 2006 Specific Expectations	Canadian Achievement Tests, Fourth Edition (CAT-4)	
	Multiple-Choice Tests	Constructed-Response Tasks
	Spelling	Writing
<b>General Outcome 3</b> — <i>Students will listen, speak, read, write, view and represent to manage ideas and information.</i>		
<b>1. Developing and Organizing Content</b>		
<b>1.1</b> identify the topic, purpose, audience, and form for writing, initially with support and direction (e.g., a personal recount of a past experience, including pictures, to share with family or friends; an “All About the Seasons” book for the class library; labels and captions for a pictograph to share findings with a group after a math investigation). Teacher prompts: “What is your writing about?” “Why are you writing?” “Whom are you writing for?”		
<b>1.2</b> generate ideas about a potential topic, using a variety of strategies and resources (e.g., ask questions to identify personal experiences, prior knowledge, and information needs; brainstorm ideas with the class)		
<b>1.3</b> gather information to support ideas for writing in a variety of ways and/or from a variety of sources (e.g., from listening to stories told by family members; from paired sharing with a peer; from observations; from various texts, including teacher read-alouds, mentor texts, and shared-, guided-, and independent-reading texts)		
<b>1.4</b> sort ideas and information for their writing in a variety of ways, with support and direction (e.g., by using pictures, labels, key words, hand-drawn or computer graphics, or simple graphic organizers such as a web, a list, or a five-W’s framework: who, what, when, where, why)		
<b>1.5</b> identify and order main ideas and supporting details, initially with support and direction, using simple graphic organizers (e.g., a story ladder, sequence chart) and simple organizational patterns (e.g., time order: first, then, next, finally; order of importance; beginning, middle, and end)		
<b>2. Using Knowledge of Form and Style</b>		
<b>2.1</b> write short texts using a few simple forms (e.g., a recount of personally significant experiences; a simple report on topics of interest to the writer and identified in non-fiction reading; “How to” books identifying the steps in a procedure such as “How to Make Applesauce”, including pictures, symbols, and words; a story modelled on characters and events from stories read; their own variation on a familiar poem, chant, or song; a poster for the classroom)		
<b>2.2</b> begin to establish a personal voice in their writing by using pictures and words that convey their attitude or feeling towards the subject or audience (e.g., use pictures and words that project interest or enthusiasm)		

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Writing Ontario Curriculum, 2006 Specific Expectations	Canadian Achievement Tests, Fourth Edition (CAT-4)	
	Multiple-Choice Tests	Constructed-Response Tasks
	Spelling	Writing
<b>2.3</b> use familiar words and phrases to convey a clear meaning (e.g., some simple, familiar descriptive adjectives of size, feeling, or colour: The black dog was happy.)		
<b>2.4</b> write simple but complete sentences that make sense		
<b>2.5</b> begin to identify, with support and direction, their point of view and one possible different point of view about the topic. Teacher prompts: “How do you feel about this topic?” “How do you think your friend feels about this topic?” “How can you convey your feelings to your audience?”		
<b>2.6</b> identify elements of their writing that need improvement, including content, organization, and style, using feedback from the teacher and peers. Teacher prompts: “Does this writing make sense to you?” “Does it say what you wanted to say?”		
<b>2.7</b> make simple revisions to improve the content, clarity, and interest of their written work, using a few simple strategies (e.g., cut out words or sentences and reorder them to improve clarity; insert words from oral vocabulary and the class word wall or word webs to clarify meaning and/or add interest)		
<b>2.8</b> produce revised draft pieces of writing to meet criteria identified by the teacher, based on the expectations		
<b>3. Applying Knowledge of Language Conventions and Presenting Written Work Effectively</b>		
<b>3.1</b> spell some high-frequency words correctly (e.g., words from their oral vocabulary, the class word wall, and shared-, guided-, and independent-reading texts)	1, 3, 4, 6, 8, 9, 10, 11, 13	
<b>3.2</b> spell unfamiliar words using a variety of strategies that involve understanding sound-symbol relationships, word structures, and word meanings (e.g., segment words to identify and record individual sound-symbol correspondences, including short vowels and simple long-vowel patterns; listen for rhyming patterns; look for common letter sequences and onset and rime in frequently used words; make analogies between words that look similar; illustrate words to link meaning to spelling)	2, 5, 7, 12, 14, 15, 16, 17, 18, 19, 20	
<b>3.3</b> confirm spellings and word meanings or word choice using one or two resources (e.g., find pictures or words in a picture dictionary; locate words on an alphabetical word wall using first letter; refer to class-created word webs posted in the classroom)		

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	Multiple-Choice Tests	Constructed-Response Tasks
	Spelling	Writing
<b>3.4</b> use punctuation to help communicate their intended meaning, with a focus on the use of: a capital letter at the beginning of a sentence; a period, question mark, or exclamation mark at the end		
<b>3.5</b> use parts of speech appropriately to communicate their meaning clearly, with a focus on the use of: nouns for names of people, places, and things; the personal subject pronouns I, you, he, she, it, we, they; verbs to tell what they do and feel; some adjectives; and simple prepositions of place (e.g., in, on, at, to)		
<b>3.6</b> proofread and correct their writing using a simple checklist or a few guiding questions posted by the teacher for reference (e.g., Can I read it? Does it “sound right”? Does it make sense? Are my word wall words spelled correctly?)		
<b>3.7</b> use some appropriate elements of effective presentation in the finished product, such as print, different fonts, graphics, and layout (e.g., use drawings, photographs, or simple labels to clarify text; print legibly; leave spaces between words)		
<b>3.8</b> produce pieces of published work to meet criteria identified by the teacher, based on the expectations		

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<b>Mathematics</b> Ontario Curriculum, 2005 Number Sense and Numeration	<i>Canadian Achievement Tests, Fourth Edition (CAT-4)</i>		
	Multiple-Choice Tests		Constructed-Response Tasks
	Mathematics	Computation and Estimation	Math Processes
<b>Quantity Relationships</b>			
By the end of Grade 1, students will: <ul style="list-style-type: none"> <li>represent, compare, and order whole numbers to 50, using a variety of tools (e.g., connecting cubes, ten frames, base ten materials, number lines, hundreds charts) and contexts (e.g., real-life experiences, number stories);</li> </ul>	P39 10 P41 14 P45 9 P46 12 P50 4 P51 6		
<ul style="list-style-type: none"> <li>read and print in words whole numbers to ten, using meaningful contexts</li> </ul>	P36 1, 3, 4		
<ul style="list-style-type: none"> <li>demonstrate, using concrete materials, the concept of conservation of number (e.g., 5 counters represent the number 5, regardless whether they are close together or far apart);</li> </ul>			
<ul style="list-style-type: none"> <li>relate numbers to the anchors of 5 and 10 (e.g., 7 is 2 more than 5 and 3 less than 10);</li> </ul>			
<ul style="list-style-type: none"> <li>identify and describe various coins (i.e., penny, nickel, dime, quarter, \$1 coin, \$2 coin), using coin manipulatives or drawings, and state their value (e.g., the value of a penny is one cent; the value of a toonie is two dollars);</li> </ul>			
<ul style="list-style-type: none"> <li>represent money amounts to 20¢, through investigation using coin manipulatives;</li> </ul>	P55 3		
<ul style="list-style-type: none"> <li>estimate the number of objects in a set, and check by counting (e.g., “I guessed that there were 20 cubes in the pile. I counted them and there were only 17 cubes. 17 is close to 20.”);</li> </ul>		P63 3 P64 6 P65 7, 10	
<ul style="list-style-type: none"> <li>compose and decompose numbers up to 20 in a variety of ways, using concrete materials (e.g., 7 can be decomposed using connecting cubes into 6 and 1, or 5 and 2, or 4 and 3);</li> </ul>	P46 12		
<ul style="list-style-type: none"> <li>divide whole objects into parts and identify and describe, through investigation, equal-sized parts of the whole, using fractional names (e.g., halves; fourths or quarters).</li> </ul>			
<b>Counting</b>			
By the end of Grade 1, students will: <ul style="list-style-type: none"> <li>demonstrate, using concrete materials, the concept of one-to-one correspondence between number and objects when counting;</li> </ul>			
<ul style="list-style-type: none"> <li>count forward by 1’s, 2’s, 5’s, and 10’s to 100, using a variety of tools and strategies (e.g., move with steps; skip count on a number line; place counters on a hundreds chart; connect cubes to show equal groups; count groups of pennies, nickels, or dimes);</li> </ul>	P46 10 P56 5, 6 P57 7, 9		
<ul style="list-style-type: none"> <li>count backwards by 1’s from 20 and any number less than 20 (e.g., count backwards from 18 to 11), with and without the use of concrete materials and number lines;</li> </ul>			
<ul style="list-style-type: none"> <li>count backwards from 20 by 2’s and 5’s, using a variety of tools (e.g., number lines, hundreds charts);</li> </ul>			

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	Multiple-Choice Tests		Constructed-Response Tasks
	Mathematics	Computation and Estimation	Math Processes
<ul style="list-style-type: none"> <li>use ordinal numbers to thirty-first in meaningful contexts (e.g., identify the days of the month on a calendar).</li> </ul>	P42 2		
<i>Operational Sense</i>			
By the end of Grade 1, students will: <ul style="list-style-type: none"> <li>solve a variety of problems involving the addition and subtraction of whole numbers to 20, using concrete materials and drawings (e.g., pictures, number lines) (Sample problem: Miguel has 12 cookies. Seven cookies are chocolate. Use counters to determine how many cookies are not chocolate.);</li> </ul>	P53 10	P58, 2, 3, 4, 5, 6, 7, 8, P59 9, 10, 11, 12, 13  P60 2, 3, 4, 5, 6, 7, P61 8, 9, 10, 11, 12, 13  P62 1, 2 P63 4 P66 11	
<ul style="list-style-type: none"> <li>solve problems involving the addition and subtraction of single-digit whole numbers, using a variety of mental strategies (e.g., one more than, one less than, counting on, counting back, doubles);</li> </ul>	P54 1 P55 3 P56 4	P63 5 P65 8, 9, 10 P66 12	
<ul style="list-style-type: none"> <li>add and subtract money amounts to 10¢, using coin manipulatives and drawings.</li> </ul>			

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<b>Mathematics</b> Ontario Curriculum, 2005 Specific Expectations	<i>Canadian Achievement Tests, Fourth Edition (CAT-4)</i>		
	Multiple-Choice Tests		Constructed-Response Tasks
	Mathematics	Computation and Estimation	Math Processes
<i>Attributes, Units, and Measurement Sense</i>			
By the end of Grade 1, students will:			
<ul style="list-style-type: none"> <li>demonstrate an understanding of the use of non-standard units of the same size (e.g., straws, index cards) for measuring</li> </ul>			
<ul style="list-style-type: none"> <li>estimate, measure (i.e., by placing nonstandard units repeatedly, without overlaps or gaps), and record lengths, heights, and distances (e.g., a book is about 10 paper clips wide; a pencil is about 3 toothpicks long);</li> </ul>			
<ul style="list-style-type: none"> <li>construct, using a variety of strategies, tools for measuring lengths, heights, and distances in non-standard units (e.g., footprints on cash register tape or on connecting cubes);</li> </ul>			
<ul style="list-style-type: none"> <li>estimate, measure (i.e., by minimizing overlaps and gaps), and describe area, through investigation using non-standard units (e.g., “It took about 15 index cards to cover my desk, with only a little bit of space left over.”);</li> </ul>	P44 4 P47 13 P48 1 P50 5		
<ul style="list-style-type: none"> <li>estimate, measure, and describe the capacity and/or mass of an object, through investigation using non-standard units (e.g., “My journal has the same mass as 13 pencils.” “The juice can has the same capacity as 4 pop cans.”);</li> </ul>			
<ul style="list-style-type: none"> <li>estimate, measure, and describe the passage of time, through investigation using nonstandard units (e.g., number of sleeps; number of claps; number of flips of a sand timer);</li> </ul>			
<ul style="list-style-type: none"> <li>read demonstration digital and analogue clocks, and use them to identify benchmark times (e.g., times for breakfast, lunch, dinner; the start and end of school; bedtime) and to tell and write time to the hour and half-hour in everyday settings;</li> </ul>	P39 8 P46 11		
<ul style="list-style-type: none"> <li>name the months of the year in order, and read the date on a calendar;</li> </ul>	P57 7		
<ul style="list-style-type: none"> <li>relate temperature to experiences of the seasons (e.g., “In winter, we can skate because it’s cold enough for there to be ice.”).</li> </ul>			
<i>Measurement Relationships</i>			
By the end of Grade 1, students will:			
<ul style="list-style-type: none"> <li>compare two or three objects using measurable attributes (e.g., length, height, width, area, temperature, mass, capacity), and describe the objects using relative terms</li> </ul>	P37 6		
<ul style="list-style-type: none"> <li>compare and order objects by their linear measurements, using the same non-standard unit (Sample problem: Using a length of string equal to the length of your forearm, work with a partner to find other objects that are about the same length.);</li> </ul>			
<ul style="list-style-type: none"> <li>use the metre as a benchmark for measuring length, and compare the metre with non-standard units</li> </ul>			

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	Mathematics	Computation and Estimation	Math Processes
<ul style="list-style-type: none"> <li>describe, through investigation using concrete materials, the relationship between the size of a unit and the number of units needed to measure length</li> </ul>			
<b>Geometric Properties</b>			
By the end of Grade 1, students will: <ul style="list-style-type: none"> <li>identify and describe common two-dimensional shapes (e.g., circles, triangles, rectangles, squares) and sort and classify them by their attributes (e.g., colour; size; texture; number of sides), using concrete materials and pictorial representations (e.g., “I put all the triangles in one group. Some are long and skinny, and some are short and fat, but they all have three sides.”);</li> </ul>	P45	3	
<ul style="list-style-type: none"> <li>trace and identify the two-dimensional faces of three-dimensional figures, using concrete models (e.g., “I can see squares on the cube.”);</li> </ul>			
<ul style="list-style-type: none"> <li>identify and describe common three-dimensional figures (e.g., cubes, cones, cylinders, spheres, rectangular prisms) and sort and classify them by their attributes (e.g., colour; size; texture; number and shape of faces), using concrete materials and pictorial representations (e.g., “I put the cones and the cylinders in the same group because they all have circles on them.”);</li> </ul>			
<ul style="list-style-type: none"> <li>describe similarities and differences between an everyday object and a three-dimensional figure (e.g., “A water bottle looks like a cylinder, except the bottle gets thinner at the top.”);</li> </ul>			
<ul style="list-style-type: none"> <li>locate shapes in the environment that have symmetry, and describe the symmetry</li> </ul>	P39	9	
<b>Geometric Relationships</b>			
By the end of Grade 1, students will: <ul style="list-style-type: none"> <li>compose patterns, pictures, and designs, using common two-dimensional shapes (Sample problem: Create a picture of a flower using pattern blocks.);</li> </ul>			
<ul style="list-style-type: none"> <li>identify and describe shapes within other shapes (e.g., shapes within a geometric design);</li> </ul>	P40	11	
<ul style="list-style-type: none"> <li>build three-dimensional structures using concrete materials, and describe the two dimensional shapes the structures contain;</li> </ul>			
<ul style="list-style-type: none"> <li>cover outline puzzles with two-dimensional shapes (e.g., pattern blocks, tangrams) (Sample problem: Fill in the outline of a boat with tangram pieces.).</li> </ul>			

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<b>Mathematics</b> Ontario Curriculum, 2005 Geometry and Spatial Sense	<i>Canadian Achievement Tests, Fourth Edition (CAT-4)</i>		
	Multiple-Choice Tests		Constructed-Response Tasks
	Mathematics	Computation and Estimation	Math Processes
<i>Location and Movement</i>			
By the end of Grade 1, students will: <ul style="list-style-type: none"> <li>describe the relative locations of objects or people using positional language (e.g., over, under, above, below, in front of, behind, inside, outside, beside, between, along);</li> </ul>	P43 3		
<ul style="list-style-type: none"> <li>describe the relative locations of objects on concrete maps created in the classroom</li> </ul>			
<ul style="list-style-type: none"> <li>create symmetrical designs and pictures, using concrete materials (e.g., pattern blocks, connecting cubes, paper for folding), and describe the relative locations of the parts.</li> </ul>			

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<b>Mathematics</b> Ontario Curriculum, 2005 Patterning and Algebra	Canadian Achievement Tests, Fourth Edition (CAT-4)		
	Multiple-Choice Tests		Constructed-Response Tasks
	Mathematics	Computation and Estimation	Math Processes
<i>Patterns and Relationships</i>			
By the end of Grade 1, students will: <ul style="list-style-type: none"> <li>identify, describe, and extend, through investigation, geometric repeating patterns involving one attribute (e.g., colour, size, shape, thickness, orientation);</li> </ul>	P44 5 P47 14 P48 2 P52 8		
<ul style="list-style-type: none"> <li>identify and extend, through investigation, numeric repeating patterns (e.g., 1, 2, 3, 1, 2, 3, 1, 2, 3, ...);</li> </ul>	P54 2		
<ul style="list-style-type: none"> <li>describe numeric repeating patterns in a hundreds chart;</li> </ul>			
<ul style="list-style-type: none"> <li>identify a rule for a repeating pattern (e.g., “We’re lining up boy, girl, boy, girl, boy, girl.”);</li> </ul>	P47 14 P52 7		
<ul style="list-style-type: none"> <li>create a repeating pattern involving one attribute (e.g., colour, size, shape, sound) (Sample problem: Use beads to make a string that shows a repeating pattern involving one attribute.);</li> </ul>			
<ul style="list-style-type: none"> <li>represent a given repeating pattern in a variety of ways (e.g., pictures, actions, colours, sounds, numbers, letters)</li> </ul>	P38 7		
<i>Expressions and Equality</i>			
By the end of Grade 1, students will: <ul style="list-style-type: none"> <li>create a set in which the number of objects is greater than, less than, or equal to the number of objects in a given set;</li> </ul>			
<ul style="list-style-type: none"> <li>demonstrate examples of equality, through investigation, using a “balance” model (Sample problem: Demonstrate, using a pan balance, that a train of 7 attached cubes on one side balances a train of 3 cubes and a train of 4 cubes on the other side.);</li> </ul>			
<ul style="list-style-type: none"> <li>determine, through investigation using a “balance” model and whole numbers to 10, the number of identical objects that must be added or subtracted to establish equality (<b>Sample problem:</b> On a pan balance, 5 cubes are placed on the left side and 8 cubes are placed on the right side. How many cubes should you take off the right side so that both sides balance?).</li> </ul>			

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<b>Mathematics</b> Ontario Curriculum, 2005 Data Management and Probability	Canadian Achievement Tests, Fourth Edition (CAT-4)		
	Multiple-Choice Tests		Constructed-Response Tasks
	Mathematics	Computation and Estimation	Math Processes
<i>Collection and Organization of Data</i>			
By the end of Grade 1, students will: <ul style="list-style-type: none"> <li>demonstrate an ability to organize objects into categories by sorting and classifying objects using one attribute (e.g., colour, size), and by describing informal sorting experiences (e.g., helping to put away groceries)</li> </ul>			
<ul style="list-style-type: none"> <li>collect and organize primary data (e.g., data collected by the class) that is categorical (i.e., that can be organized into categories based on qualities such as colour or hobby), and display the data using one-to-one correspondence, prepared templates of concrete graphs and pictographs (with titles and labels), and a variety of recording methods (e.g., arranging objects, placing stickers, drawing pictures, making tally marks)</li> </ul>	P42 1		
<i>Data Relationships</i>			
By the end of Grade 1, students will: <ul style="list-style-type: none"> <li>read primary data presented in concrete graphs and pictographs, and describe the data using comparative language (e.g., more students chose summer than winter as their single favourite season);</li> </ul>	P36 2 P37 5 P40 12 P41 13, 15 P45 7		
<ul style="list-style-type: none"> <li>pose and answer questions about collected data</li> </ul>	P40 12 P49 3 P44 6 P53 9		
<i>Probability</i>			
By the end of Grade 1, students will: <ul style="list-style-type: none"> <li>describe the likelihood that everyday events will occur, using mathematical language (i.e., impossible, unlikely, less likely, more likely, certain) (e.g., "It's unlikely that I will win the contest shown on the cereal box.")</li> </ul>			