

CAT-4 Match to the Ontario Curriculum

Level 20 to Grade 10 Applied

Reading and Literature Studies Ontario Curriculum, 2007 Specific Expectations	Canadian Achievement Tests, Fourth Edition (CAT-4)			
	Multiple-Choice Tests			Constructed-Response Tasks
	Informational	Literary	Vocabulary	Response to Text
1. Reading for Meaning: read and demonstrate an understanding of a variety of informational, literary, and graphic texts, using a range of strategies to construct meaning; 2. Understanding Form and Style: recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning; 3. Reading With Fluency: use knowledge of words and cueing systems to read fluently; 4. Reflecting on Skills and Strategies: reflect on and identify their strengths as readers, areas for improvement, and the strategies they found most helpful before, during, and after reading.				
1. Reading for Meaning				
Variety of Texts 1.1 read a few different short, contemporary, student- and teacher-selected texts from diverse cultures, identifying purposes for reading				
Using Reading Comprehension Strategies 1.2 identify and use a few different reading comprehension strategies before, during, and after reading to understand simple texts and some teacher-selected complex texts				
Demonstrating Understanding of Content 1.3 identify the important ideas and supporting details in both simple and complex texts				
Making Inferences 1.4 make and explain inferences about both simple and complex texts, supporting their explanations with stated and implied ideas from the texts	1, 3, 4, 7, 10, 13, 14, 16, 18, 25, 34	2, 15, 16, 32, 33, 35, 36, 37, 38		
Extending Understanding of Texts 1.5 extend understanding of both simple and complex texts by making connections between the ideas in them and personal knowledge, experience, and insights; other texts; and the world around them	5, 6, 9, 11, 20, 23, 29, 31, 32, 33, 38, 39, 40	1, 3, 4, 5, 6, 14, 17, 18, 19, 20, 23, 26, 27, 28, 31		
Analysing Texts 1.6 analyse texts in terms of the information, ideas, issues, or themes they explore, examining how various aspects of the texts contribute to the presentation or development of these elements				
Evaluating Texts 1.7 evaluate the effectiveness of both simple and complex texts, using evidence from the text to support their opinions	17, 19, 21, 26, 27, 28, 34, 37	5, 6, 7, 9		
Critical Literacy 1.8 identify perspectives and/or biases evident in both simple and complex texts and comment on any questions they may raise about beliefs, values, identity, and power	35, 36	11, 24		

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	Multiple-Choice Tests			Constructed-Response Tasks
	Informational	Literary	Vocabulary	Response to Text
2. Understanding Form and Style				
Text Forms 2.1 identify a few different characteristics of informational, literary, and graphic text forms and explain how they help communicate meaning				
Text Features 2.2 identify a few different text features and explain how they help communicate meaning	36, 37, 40	30		
Elements of Style 2.3 identify several different elements of style in texts and explain how they help communicate meaning and enhance the effectiveness of the text	15, 22, 24	7, 8, 9, 10, 12, 13, 21, 24, 34, 39		
3. Reading With Fluency				
Reading Familiar Words 3.1 automatically understand most words in classroom and everyday reading contexts	2, 8, 12	22, 25, 28, 40	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	
Reading Unfamiliar Words 3.2 use appropriate decoding strategies to read and understand unfamiliar words				
Developing Vocabulary 3.3 identify and use a few different strategies to expand vocabulary				
4. Reflecting on Skills and Strategies				
Metacognition 4.1 describe several different strategies they used before, during, and after reading; explain which ones they found most helpful; and identify specific steps they can take to improve as readers				
Interconnected Skills 4.2 identify several of their skills in listening, speaking, writing, viewing, and representing and explain how the skills help them read more effectively				

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Writing Ontario Curriculum, 2007 Specific Expectations	Canadian Achievement Tests, Fourth Edition (CAT-4)		
	Multiple-Choice Tests		Constructed-Response Tasks
	Writing Conventions	Spelling	Writing
1. Developing and Organizing Content: generate, gather, and organize ideas and information to write for an intended purpose and audience; 2. Using Knowledge of Form and Style: draft and revise their writing, using a variety of informational, literary, and graphic forms and stylistic elements appropriate for the purpose and audience; 3. Applying Knowledge of Conventions: use editing, proofreading, and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression, and present their work effectively; 4. Reflecting on Skills and Strategies: reflect on and identify their strengths as writers, areas for improvement, and the strategies they found most helpful at different stages in the writing process.			
1. Development and Organizing Content			
Identifying Topic, Purpose, and Audience 1.1 identify the topic, purpose, and audience for a few different types of writing tasks	29, 30		
Generating and Developing Ideas 1.2 generate and focus ideas for potential writing tasks, using a few different strategies and print, electronic, and other resources, as appropriate			
Research 1.3 locate and select information to support ideas for writing, using a few different strategies and print, electronic, and other resources, as appropriate			
Organizing Ideas 1.4 identify, sort, and order main ideas and supporting details for writing tasks, using a few different strategies and organizational patterns suited to the content and the purpose for writing			
Reviewing Content 1.5 determine whether the ideas and information gathered are relevant to the topic and meet the requirements of the writing task			
2. Using Knowledge of Form and Style			
Form 2.1 write for different purposes and audiences using several different informational, literary, and graphic forms			1, 2, 3, 4, 5, 6
Voice 2.2 establish an identifiable voice in their writing, modifying language and tone to suit the form, audience, and purpose for writing			1, 2, 3, 4, 5, 6
Diction 2.3 use appropriate descriptive and evocative words, phrases, and expressions to make their writing clear and vivid for their intended audience			1, 2, 3, 4, 5, 6
Sentence Craft and Fluency 2.4 write complete sentences that communicate their meaning accurately, varying sentence type, structure, and length for different purposes and making logical transitions between ideas			

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	Writing Conventions	Spelling	Writing
Critical Literacy 2.5 explain how their own beliefs, values, and experiences are revealed in their writing	23, 24, 25, 26, 27, 28		1, 2, 3, 4, 5, 6
Revision 2.6 revise drafts to improve the content, organization, and clarity of their written work, using a variety of teacher-modelled strategies			
Producing Draft 2.7 produce revised drafts of both simple and complex texts written to meet criteria identified by the teacher, based on the curriculum expectations			
3. Applying Knowledge of Conventions			
Spelling 3.1 use knowledge of basic spelling rules and patterns, a few different resources, and appropriate strategies to spell familiar and new words correctly			1, 2, 3, 4, 5, 6
Vocabulary 3.2 build vocabulary for writing by confirming word meaning(s) and reviewing word choice, using several different types of resources and strategies, as appropriate for the purpose			
Punctuation 3.3 use punctuation correctly to communicate their intended meaning	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16		
Grammar 3.4 use grammar conventions correctly to communicate their intended meaning clearly	17, 18, 19, 20, 21, 22		1, 2, 3, 4, 5, 6
Proofreading 3.5 proofread and correct their writing, using guidelines developed with the teacher and peers			1, 2, 3, 4, 5, 6
Publishing 3.6 use several different presentation features, including print and script, fonts, graphics, and layout, to improve the clarity and coherence of their written work and to engage their audience			
Producing Finished Works 3.7 produce pieces of published work to meet criteria identified by the teacher, based on the curriculum expectations			

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	Multiple-Choice Tests		Constructed-Response Tasks
	Writing Conventions	Spelling	Writing
4. Reflecting on Skills and Strategies			
Metacognition 4.1 describe a few different strategies they used before, during, and after writing; explain which ones they found most helpful; and identify steps they can take to improve as writers			
Interconnected Skills 4.2 identify some of their skills in listening, speaking, reading, viewing, and representing and explain how the skills help them write more effectively			
Portfolio 4.3 select several examples of different types of writing that they think most clearly reflect their growth and competence as writers and explain the reasons for their choice			

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Media Ontario Curriculum, 2007 Specific Expectations	Canadian Achievement Tests, Fourth Edition (CAT-4)			
	Informational	Literary	Vocabulary	Response to Text
<p>1. Understanding Media Texts: demonstrate an understanding of a variety of media texts;</p> <p>2. Understanding Media Forms, Conventions, and Techniques: identify some media forms and explain how the conventions and techniques associated with them are used to create meaning;</p> <p>3. Creating Media Texts: create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques;</p> <p>4. Reflecting on Skills and Strategies: reflect on and identify their strengths as media interpreters and creators, areas for improvement, and the strategies they found most helpful in understanding and creating media texts.</p>				
1. Understanding Media Texts				
Purpose and Audience 1.1 explain how both simple and complex media texts are created to suit particular purposes and audiences				
Interpreting Messages 1.2 interpret simple and complex media texts, identifying and explaining the overt and implied messages they convey	3, 5, 17, 26, 27, 28, 39, 40			
Evaluating Texts 1.3 evaluate how effectively information, ideas, issues, and opinions are communicated in both simple and complex media texts and decide whether the texts achieve their intended purpose				
Audience Responses 1.4 identify and explain different audience responses to selected media texts				
Critical Literacy 1.5 identify the perspectives and/or biases evident in both simple and complex media texts and comment on any questions they may raise about beliefs, values, identity, and power				
Production Perspectives 1.6 explain how several different production, marketing, and distribution factors influence the media industry				
2. Understanding Media Forms, Conventions, and Techniques				
Form 2.1 identify some general characteristics of several different media forms and explain how they shape content and create meaning				
Conventions and Techniques 2.2 identify several different conventions and/or techniques used in familiar media forms and explain how they convey meaning and influence their audience				
3. Creating Media Texts				
Purpose and Audience 3.1 describe the topic, purpose, and audience for media texts they plan to create, and identify specific challenges they may face in achieving their purpose				

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	Informational	Literary	Vocabulary	Response to Text
Form 3.2 select a media form to suit the topic, purpose, and audience for a media text they plan to create, and explain why it is an appropriate choice				
Conventions and Techniques 3.3 identify several different conventions and/or techniques appropriate to a media form they plan to use, and explain how these will help them communicate meaning				
Producing Media Texts 3.4 produce media texts for several different purposes and audiences, using appropriate forms, conventions, and techniques				
4. Reflecting on Skills and Strategies				
Metacognition 4.1 describe several different strategies they used in interpreting and creating media texts, explain which ones they found most helpful, and identify several specific steps they can take to improve as media interpreters and producers				
Interconnected Skills 4.2 explain how their skills in listening, speaking, reading, and writing help them interpret and produce media texts				

*Not included as the expectations for Oral Communication:

Overall Expectations

1. Listen to Understand: listen in order to understand and respond appropriately in a variety of situations for a variety of purposes;
2. Speaking to Communicate: use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes;
3. Reflecting on skills and Strategies: reflect on and identify their strengths as listeners and speakers, areas for improvements, and the strategies they found most helpful in oral communication situation.

CAT-4 Match to the Ontario Curriculum

Level 20 Correlation: ONTARIO MATHEMATICS

Principles of Mathematics, Grade 10, Academic (MPM2D)	Algebra	Pre-Algebra	Computation
Foundational Skills taught in earlier grades	1, 2, 4, 7, 8, 9, 10, 11, 12, 17, 21, 24, 25, 29, 31, 32	All pre-algebra items have been taught in prerequisite courses prior to MPM2D	All computation items have been taught in prerequisite courses prior to MPM2D
Quadratic Relations			
Investigating the Basic Properties of Quadratic Relations			
• collect data that can be represented as a quadratic relation			
• determine, through investigation with and without the use of technology, that a quadratic relation of the form $y = ax^2 + bx + c$ ($a \neq 0$) can be graphically represented as a parabola			
• identify the key features of a graph of a parabola			
• compare, through investigation using technology, the features of the graph of $y = x^2$ and the graph of $y = 2x$, and determine the meaning of a negative exponent and of zero as an exponent			
Relating the Graph of $y=x^2$ and Its Transformations			
• identify, through investigation using technology, the effect on the graph of $y = x^2$ of transformations			
• explain the roles of a , h , and k in $y = a(x - h)^2 + k$	27		
• sketch, by hand, the graph of $y = a(x - h)^2 + k$ by applying transformations to the graph of $y = x^2$			
• determine the equation, in the form $y = a(x - h)^2 + k$, of a given graph of a parabola.			
Solving Quadratic Equations			
• expand and simplify second-degree polynomial expressions	3, 16, 33, 35, 37		
• factor polynomial expressions involving common factors, trinomials, and differences of squares	6, 19		
• determine, through investigation, and describe the connection between the factors of a quadratic expression and the x -intercepts	39		
• interpret real and non-real roots of quadratic equations,			
• express $y = ax^2 + bx + c$ in the form $y = a(x - h)^2 + k$ by completing the square			
• sketch or graph a quadratic relation whose equation is given in the form $y = ax^2 + bx + c$			
• explore the algebraic development of the quadratic formula			
• solve quadratic equations that have real roots, using a variety of methods	20, 23		

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Level 20 Correlation: ONTARIO MATHEMATICS

Principles of Mathematics, Grade 10, Academic (MPM2D)	Algebra	Pre-Algebra	Computation
Solving Problems Involving Quadratic Relations			
<ul style="list-style-type: none"> determine the zeros and the maximum or minimum value of a quadratic relation from its graph 			
<ul style="list-style-type: none"> solve problems arising from a realistic situation represented by a graph or an equation of a quadratic relation 	18		
Analytic Geometry			
Using Linear Systems to Solve Problems			
<ul style="list-style-type: none"> solve systems of two linear equations involving two variables 	13, 14, 15, 34		
<ul style="list-style-type: none"> solve problems that arise from realistic situations described in words or represented by linear systems of two equations 	13		
Solving Problems Involving Properties of Line Segments			
<ul style="list-style-type: none"> develop the formula for the midpoint of a line segment 			
<ul style="list-style-type: none"> develop the formula for the length of a line segment 			
<ul style="list-style-type: none"> develop the equation for a circle 			
<ul style="list-style-type: none"> determine the radius of a circle with centre (0, 0) 			
<ul style="list-style-type: none"> solve problems involving the slope, length, and midpoint of a line segment 			
Using Analytic Geometry to Verify Geometric Properties			
<ul style="list-style-type: none"> determine, through investigation (e.g., using dynamic geometry software, by paper folding), some characteristics and properties of geometric figures 			
<ul style="list-style-type: none"> verify, using algebraic techniques and analytic geometry, some characteristics of geometric figures 			
<ul style="list-style-type: none"> plan and implement a multi-step strategy that uses analytic geometry and algebraic techniques 			
Trigonometry			
Investigating Similarity and Solving Problems Involving Similar Triangles			
<ul style="list-style-type: none"> verify, through investigation (e.g., using dynamic geometry software, concrete materials), the properties of similar triangles 			
<ul style="list-style-type: none"> describe and compare the concepts of similarity and congruence 			
<ul style="list-style-type: none"> solve problems involving similar triangles 			
Solving Problems Involving the Trigonometry of Right Triangles			
<ul style="list-style-type: none"> determine, the relationship between the ratio of two sides in a right triangle and the ratio of the two corresponding sides in a similar right triangle, and define the sine, cosine, and tangent ratios 			
<ul style="list-style-type: none"> determine the measures of the sides and angles in right triangles 	36, 38		
<ul style="list-style-type: none"> solve problems involving the measures of sides and angles in right triangles in real-life applications 			

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Principles of Mathematics, Grade 10, Academic (MPM2D)	Algebra	Pre-Algebra	Computation
Solving Problems Involving the Trigonometry of Acute Triangles			
• explore the development of the sine law within acute triangles			
• explore the development of the cosine law within acute triangles			
• determine the measures of sides and angles in acute triangles, using the sine law and the cosine law			
• solve problems involving the measures of sides and angles in acute triangles	30		