CAT·4 Match to the Ontario Curriculum

Level 12 to Grade 2

Reading Ontario Curriculum, 2006 Specific Expectations	*Canadian Achievement Tests, Fourth Edition* (CAT·4)			
	Multiple-Choice Tests			**Constructed-Response Tasks**
	Reading	Word Analysis	Vocabulary	Response to Text
1. Reading for Meaning				
1.1 read some different literary texts, graphic texts, and informational texts	P14 6			
1.2 identify several different purposes for reading and choose reading materials appropriate for those purposes				2
1.3 identify several reading comprehension strategies and use them before, during, and after reading to understand texts	P13 2		P35 3	4, 5, 6
1.4 demonstrate understanding of a text by retelling the story or restating information from the text, with the inclusion of a few interesting details	P5 3 P11 4 P16 2 P23 1		P33 6 P35 2 P36 5, 7	1, 5
1.5 use stated and implied information and ideas in texts to make simple inferences and reasonable predictions about them	P2 2 P8 4 P11 2 P13 1, 3 P17 3 P20 6 P21 8 P23 4		P36 9	3, 4, 6
1.6 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	P9 7 P14 5 P23 5 P24 6		P33 7, 10	1, 3, 6
1.7 identify the main idea and some additional elements of texts	P9 6 P14 7 P23 3			2, 3, 5
1.8 express personal thoughts and feelings about what has been read	P24 7			1, 3, 6
1.9 identify, initially with support and direction, the speaker and the point of view presented in a text and suggest one or two possible alternative perspectives				
2. Understanding Form and Style				
2.1 identify and describe the characteristics of a few simple text forms, with a focus on literary texts such as a fairy tale, graphic texts such as a primary dictionary, and informational texts				2, 3, 4
2.2 recognize simple organizational patterns in texts of different types, and explain, initially with support and direction, how the patterns help readers understand the texts				

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	Multiple-Choice Tests			**Constructed-Response Tasks**
	Reading	Word Analysis	Vocabulary	Response to Text
2.3 identify some text features and explain how they help readers understand texts	P5 4 P7 1 P9 5 P11 3, 4 P14 6 P16 1 P23 2			2, 4
2.4 identify some simple elements of style, including voice, word choice, and different types of sentences, and explain how they help readers understand texts	P4 1 P8 2 P18 4 P24 39, 40		P36 10	
3. Reading with Fluency				
3.1 automatically read and understand many high-frequency words, some words with common spelling patterns, and words of personal interest or significance, in a variety of reading contexts	P7 2		P33 9 P34 17, 18 P36 6, 8, 10	
3.2 predict the meaning of and quickly solve unfamiliar words using different types of cues, including: semantic (meaning) cues; syntactic (language structure) cues; graphophonic (phonological and graphic) cues	P5 5 P10 1 P13 4 P19 5 P20 7	P26 1, 2, 3 P27 1, 2, 3, 4, 5, 6, 7, 8 P28 9, 10, 11, 12 P29 1, 2, 3, 4, 5, 6 P30 1, 2, 3, 4, 5 P31 1, 2, 3, 4	P32 2, 4, 5 P33 8, 11, 12 P34 13, 14, 15, 16 P35 1, 4	
3.3 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)				
4. Reflecting on Reading Skills and Strategies				
4.1 identify, initially with support and direction, a few strategies that they found helpful before, during, and after reading.				
4.2 explain, initially with support and direction, how their skills in listening, speaking, writing, viewing, and representing help them make sense of what they read				

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Level 12 to Grade 2

Writing Ontario Curriculum, 2006 Specific Expectations	*Canadian Achievement Tests, Fourth Edition* (CAT·4)		
	Multiple-Choice Tests		**Constructed-Response Tasks**
	Writing Conventions	Spelling	Writing
General Outcome 3—*Students will listen, speak, read, write, view and represent to manage ideas and information.*			
1. Developing and Organizing Content			
1.1 identify the topic, purpose, audience, and form for writing			1, 4
1.2 generate ideas about a potential topic, using a variety of strategies and resources			1, 2, 3, 4, 5
1.3 gather information to support ideas for writing in a variety of ways and/or from a variety of sources			1, 3, 5
1.4 sort ideas and information for their writing in a variety of ways, with support and direction			1, 2, 3, 4, 5
1.5 identify and order main ideas and supporting details, using graphic organizers and organizational patterns			1, 2, 3, 4, 5
2. Using Knowledge of Form and Style			
2.1 write short texts using several simple forms			3, 4, 5
2.2 establish a personal voice in their writing, with a focus on using familiar words that convey their attitude or feeling towards the subject or audience			2, 4
2.3 use familiar words and phrases to communicate relevant details			1, 2, 3, 4, 5
2.4 use a variety of sentence types			1, 2, 3, 4, 5
2.5 identify, initially with support and direction, their point of view and one or more possible different points of view about the topic.			
2.6 identify elements of their writing that need improvement, using feedback from the teacher and peers, with a focus on content and word choice.			
2.7 make simple revisions to improve the content, clarity, and interest of their written work, using several types of strategies			1, 2, 3, 4, 5
2.8 produce revised, draft pieces of writing to meet criteria identified by the teacher, based on the expectations			1, 2, 3, 4, 5
3. Applying Knowledge of Language Conventions and Presenting Written Work Effectively			
3.1 spell many high-frequency words correctly		1, 3, 5, 9, 10, 11, 15	1, 2, 3, 4, 5
3.2 spell unfamiliar words using a variety of strategies that involve understanding sound-symbol relationships, word structures, word meanings, and generalizations about spelling	P45 1, 2, 3 P46 5, 7, 8, 9	2, 4, 6, 7, 8, 12, 13, 14, 16, 17, 18, 19, 20	1, 2, 3, 4, 5
3.3 confirm spellings and word meanings or word choice using a few different types of resources			
3.4 use punctuation to help communicate their intended meaning, with a focus on the use of: question marks, periods, or exclamation marks at the end of a sentence; commas to mark pauses; and some uses of quotation marks	P40 1, 5 P41 7, 8 11 P42 14, 15		1, 2, 3, 4, 6

CAT·4 Match to the Ontario Curriculum

Level 12 to Grade 2

Writing Ontario Curriculum, 2006 Specific Expectations	*Canadian Achievement Tests, Fourth Edition* (CAT·4)		
	Multiple-Choice Tests		**Constructed-Response Tasks**
	Writing Conventions	Spelling	Writing
3.5 use parts of speech appropriately to communicate their meaning clearly, with a focus on the use of: proper nouns for local, provincial, and national place names and for holidays; the personal object pronouns me, you, him, her, us, them; adjectives to describe a noun; verbs in the simple present and past tenses; joining words	P40 3, 4, 6 P41 9, 10 P42 12, 13 P43 1, 2, 3 P44 1, 2, 3 P45 4 P46 6		1, 2, 3, 4, 5
3.6 proofread and correct their writing using a simple checklist or a few guiding questions developed with the teacher and posted for reference			
3.7 use some appropriate elements of effective presentation in the finished product, including print, different fonts, graphics, and layout			
3.8 produce pieces of published work to meet criteria identified by the teacher, based on the expectations			1, 2, 3, 4, 5

CAT·4 Match to the Ontario Curriculum

Level 12 to Grade 2

Mathematics Ontario Curriculum, 2005 Number Sense and Numeration	*Canadian Achievement Tests, Fourth Edition* (CAT·4)		
	Multiple-Choice Tests		**Constructed-Response Tasks**
	Mathematics	Computation and Estimation	Math Processes
Quantity Relationships			
By the end of Grade 2, students will: • represent, compare, and order whole numbers to 100, including money amounts to 100¢, using a variety of tools (e.g., ten frames, base ten materials, coin manipulatives, number lines, hundreds charts and hundreds carpets);	P49 4, 5 P53 11, 12, 13 P55 17 P58 2		
• read and print in words whole numbers to twenty, using meaningful contexts (e.g., storybooks, posters, signs);			
• compose and decompose two-digit numbers in a variety of ways, using concrete materials (e.g., place 42 counters on ten frames to show 4 tens and 2 ones; compose 37¢ using one quarter, one dime, and two pennies)	P63 13		
• determine, using concrete materials, the ten that is nearest to a given two-digit number, and justify the answer (e.g., use counters on ten frames to determine that 47 is closer to 50 than to 40);		P72 7, 8	
• determine, through investigation using concrete materials, the relationship between the number of fractional parts of a whole and the size of the fractional parts (e.g., a paper plate divided into fourths has larger parts than a paper plate divided into eighths)	P66 5 P62 9,		
• regroup fractional parts into wholes, using concrete materials (e.g., combine nine fourths to form two wholes and one fourth);			
• compare fractions using concrete materials, without using standard fractional notation (e.g., use fraction pieces to show that three fourths are bigger than one half, but smaller than one whole);			
• estimate, count, and represent (using the ¢ symbol) the value of a collection of coins with a maximum value of one dollar.	P51 8 P58 1		
Specific Expectations Counting			
By the end of Grade 2, students will: • count forward by 1's, 2's, 5's, 10's, and 25's to 200, using number lines and hundreds charts, starting from multiples of 1, 2, 5, and 10 (e.g., count by 5's from 15; count by 25's from 125);	P65 20 P66 21		
• count backwards by 1's from 50 and any number less than 50, and count backwards by 10's from 100 and any number less than 100, using number lines and hundreds charts			
• locate whole numbers to 100 on a number line and on a partial number line (e.g., locate 37 on a partial number line that goes from 34 to 41).	P55 17		

CAT·4 Match to the Ontario Curriculum

Level 12 to Grade 2

Mathematics Ontario Curriculum, 2005 Number Sense and Numeration	*Canadian Achievement Tests, Fourth Edition* (CAT·4)		
	Multiple-Choice Tests		**Constructed-Response Tasks**
	Mathematics	Computation and Estimation	Math Processes
Operational Sense			
By the end of Grade 2, students will: • solve problems involving the addition and subtraction of whole numbers to 18, using a variety of mental strategies (e.g.,"To add 6 + 8, I could double 6 and get 12 and then add 2 more to get 14.");		P72 1, 2 P73 9, 10	
• describe relationships between quantities by using whole-number addition and subtraction			
• represent and explain, through investigation using concrete materials and drawings, multiplication as the combining of equal groups (e.g., use counters to show that 3 groups of 2 is equal to 2 + 2 + 2 and to 3 x 2);			
• represent and explain, through investigation using concrete materials and drawings, division as the sharing of a quantity equally			
• solve problems involving the addition and subtraction of two-digit numbers, with and without regrouping, using concrete materials (e.g., base ten materials, counters), student-generated algorithms, and standard algorithms;		P68 1, 2, 3, 4, 5, 6, 7 P69 8, 9, 10, 11, 12 P70 1, 2, 3, 4, 5, 6, 7 P71 8, 9, 10, 11, 12 P72 3, 4, 5, 6, 8 P74 12	
• add and subtract money amounts to 100¢, using a variety of tools (e.g., concrete materials, drawings) and strategies (e.g., counting on, estimating, representing using symbols).	P65 44	P73 11	

CAT·4 Match to the Ontario Curriculum

Level 12 to Grade 2

Mathematics Ontario Curriculum, 2005 Measurement	*Canadian Achievement Tests, Fourth Edition* (CAT·4)		
	Multiple-Choice Tests		**Constructed-Response Tasks**
	Mathematics	Computation and Estimation	Math Processes
Specific Expectations Attributes, Units, and Measurement Sense			
By the end of Grade 2, students will: • choose benchmarks • in this case, personal referents • for a centimetre and a metre to help them perform measurement tasks;			
• estimate and measure length, height, and distance, using standard units (i.e., centimetre, metre) and non-standard units;	P54 16 P57 23		
• record and represent measurements of length, height, and distance in a variety of ways (e.g., written, pictorial, concrete)			
• select and justify the choice of a standard unit (i.e., centimetre or metre) or a nonstandard unit to measure length (e.g., "I needed a fast way to check that the two teams would race the same distance, so I used paces.");			
• estimate, measure, and record the distance around objects, using non-standard units	P64 15		
• estimate, measure, and record area, through investigation using a variety of non-standard units (e.g., determine the number of yellow pattern blocks it takes to cover an outlined shape)	P59 4 P62 9		
• estimate, measure, and record the capacity and/or mass of an object, using a variety of non-standard units (e.g.,"I used the pan balance and found that the stapler has the same mass as my pencil case.");			
• tell and write time to the quarter-hour, using demonstration digital and analogue clocks (e.g.,"My clock shows the time recess will start [10:00], and my friend's clock shows the time recess will end [10:15].");	P56 21		
• construct tools for measuring time intervals in non-standard units (e.g., a particular bottle of water takes about five seconds to empty);			
• describe how changes in temperature affect everyday experiences (e.g., the choice of clothing to wear);			
• use a standard thermometer to determine whether temperature is rising or falling (e.g., the temperature of water, air).			
Specific Expectations Measurement Relationships			
By the end of Grade 2, students will: • describe, through investigation, the relationship between the size of a unit of area and the number of units needed to cover a surface			
• compare and order a collection of objects by mass and/or capacity, using non-standard units (e.g.,"The coffee can holds more sand than the soup can, but the same amount as the small pail.");			

CAT·4 Match to the Ontario Curriculum

Level 12 to Grade 2

Mathematics Ontario Curriculum, 2005 Geometry and Spatial Sense	*Canadian Achievement Tests, Fourth Edition* (CAT·4)		
	Multiple-Choice Tests		**Constructed-Response Tasks**
	Mathematics	Computation and Estimation	Math Processes
• determine, through investigation, the relationship between days and weeks and between months and years.	P49 5 P57 24		
Specific Expectations Geometric Properties			
By the end of Grade 2, students will: • distinguish between the attributes of an object that are geometric properties (e.g., number of sides, number of faces) and the attributes that are not geometric properties (e.g., colour, size, texture), using a variety of tools (e.g., attribute blocks, geometric solids, connecting cubes);	P63 14		
• identify and describe various polygons (i.e., triangles, quadrilaterals, pentagons, hexagons, heptagons, octagons) and sort and classify them by their geometric properties	P54 15		
• identify and describe various three-dimensional figures (i.e., cubes, prisms, pyramids) and sort and classify them by their geometric properties (i.e., number and shape of faces), using concrete materials (e.g.,"I separated the figures that have square faces from the ones that don't.");	P49 6		
• create models and skeletons of prisms and pyramids, using concrete materials (e.g., cardboard; straws and modelling clay), and describe their geometric properties (i.e., number and shape of faces, number of edges);			
• locate the line of symmetry in a two-dimensional shape (e.g., by paper folding; by using a Mira).			
Specific Expectations Geometric Relationships			
By the end of Grade 2, students will: • compose and describe pictures, designs, and patterns by combining two-dimensional shapes (e.g.,"I made a picture of a flower from one hexagon and six equilateral triangles.");			
• compose and decompose two-dimensional shapes (**Sample problem**: Use Power Polygons to show if you can compose a rectangle from two triangles of different sizes.);	P60 6		
• cover an outline puzzle with twodimensional shapes in more than one way;			
• build a structure using three-dimensional figures, and describe the two-dimensional shapes and three-dimensional figures in the structure (e.g.,"I used a box that looks like a triangular prism to build the roof of my house.").			
Specific Expectations Location and Movement			
By the end of Grade 2, students will: • describe the relative locations (e.g., beside, two steps to the right of) and the movements of objects on a map (e.g.,"The path shows that he walked around the desk, down the aisle, and over to the window.");	P66 22		

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Level 12 to Grade 2

Mathematics 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
• draw simple maps of familiar settings, and describe the relative locations of objects on the maps			
• create and describe symmetrical designs using a variety of tools (e.g., pattern blocks, tangrams, paper and pencil).			
Specific Expectations Patterns and Relationships			
By the end of Grade 2, students will: • identify and describe, through investigation, growing patterns and shrinking patterns generated by the repeated addition or subtraction of 1's, 2's, 5's, 10's, and 25's on a number line and on a hundreds chart (e.g., the numbers 90, 80, 70, 60, 50, 40, 30, 20, 10 are in a straight line on a hundreds chart);	P57 22		
• identify, describe, and create, through investigation, growing patterns and shrinking patterns involving addition and subtraction, with and without the use of calculators (e.g., 3 + 1 = 4, 3 + 2 = 5, 3 + 3 = 6, …);	P62 10 P63 11 P65 20 P66 21		
• identify repeating, growing, and shrinking patterns found in real-life contexts (e.g., a geometric pattern on wallpaper, a rhythm pattern in music, a number pattern whencounting dimes);	P63 16 P66 23		
• represent a given growing or shrinking pattern in a variety of ways (e.g., using pictures, actions, colours, sounds, numbers, letters, number lines, bar graphs)	P67 24		
• create growing or shrinking patterns			
• create a repeating pattern by combining two attributes (e.g., colour and shape; colour and size)	P48 2 P54 14 P59 3		
• demonstrate, through investigation, an understanding that a pattern results from repeating an operation (e.g., addition, subtraction) or making a repeated change to an attribute (e.g., colour, orientation).			
Specific Expectations Expressions and Equality			
By the end of Grade 2, students will: • demonstrate an understanding of the concept of equality by partitioning whole numbers to 18 in a variety of ways, using concrete materials (e.g., starting with 9 tiles and adding 6 more tiles gives the same result as starting with 10 tiles and adding 5 more tiles);			
• represent, through investigation with concrete materials and pictures, two number expressions that are equal, using the equal sign (e.g.,"I can break a train of 10 cubes into 4 cubes and 6 cubes. I can also break 10 cubes into 7 cubes and 3 cubes. This means 4 + 6 = 7 + 3.");			
• determine the missing number in equations involving addition and subtraction to 18, using a variety of tools and strategies (e.g., modelling with concrete materials, using guess and check with and without the aid of a calculator)			

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Mathematics Ontario Curriculum, 2006 Specific Expectations	*Canadian Achievement Tests, Fourth Edition* (CAT·4)		
	Multiple-Choice Tests		**Constructed-Response Tasks**
	Mathematics	Computation and Estimation	Math Processes
• identify, through investigation, and use the commutative property of addition (e.g., create a train of 10 cubes by joining 4 red cubes to 6 blue cubes, or by joining 6 blue cubes to 4 red cubes) to facilitate computation with whole numbers (e.g., "I know that 9 + 8 + 1 = 9 + 1 + 8. Adding becomes easier because that gives 10 + 8 = 18.");			
• identify, through investigation, the properties of zero in addition and subtraction (i.e., when you add zero to a number, the number does not change; when you subtract zero from a number, the number does not change).			

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Level 12 to Grade 2

Mathematics 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
Specific Expectations Collection and Organization of Data			
By the end of Grade 2, students will: • demonstrate an ability to organize objects into categories, by sorting and classifying objects using two attributes simultaneously (e.g., sort attribute blocks by colour and shape at the same time);	P65 18		
• gather data to answer a question, using a simple survey with a limited number of responses (e.g.,What is your favourite season?; How many letters are in your first name?);	P48 1 P49 3 P56 19, 20		
• collect and organize primary data (e.g., data collected by the class) that is categorical or discrete (i.e., that can be counted, such as the number of students absent), and display the data using one-to-one correspondence in concrete graphs, pictographs, line plots, simple bar graphs, and other graphic organizers (e.g., tally charts, diagrams), with appropriate titles and labels and with labels ordered appropriately along horizontal axes, as needed (Sample problem: Record the number of times that specific words are used in a simple rhyme or poem.).	P50 7 P52 9, 10 P55 18 P62 8 P64 17		
Probability			
By the end of Grade 2, students will: • describe probability as a measure of the likelihood that an event will occur, using mathematical language (i.e., impossible, unlikely, less likely, equally likely, more likely, certain) (e.g.,"If I take a new shoe out of a box without looking, it's equally likely that I will pick the left shoe or the right shoe.");	P63 12		
• describe the probability that an event will occur (e.g., getting heads when tossing a coin, landing on red when spinning a spinner), through investigation with simple games and probability experiments and using mathematical language (e.g., "I tossed 2 coins at the same time, to see how often I would get 2 heads. I found that getting a head and a tail was more likely than getting 2 heads.")			