

CAT-4 Match to the Ontario Curriculum

Level 14 to Grade 4

Reading Ontario Curriculum, 2006 Specific Expectations	Canadian Achievement Tests, Fourth Edition (CAT-4)		
	Multiple-Choice Tests		Constructed-Response Tasks
	Reading	Vocabulary	Response to Text
1. Reading for Meaning			
1.1 read a variety of texts from diverse cultures, including literary texts, graphic texts, and informational texts			
1.2 identify a variety of purposes for reading and choose reading materials appropriate for those purposes	26		
1.3 identify a variety of reading comprehension strategies and use them appropriately before, during, and after reading to understand texts	18, 20, 23, 39		5
1.4 demonstrate understanding of a variety of texts by summarizing important ideas and citing supporting details	1, 26		1, 2, 3, 6
1.5 make inferences about texts using stated and implied ideas from the texts as evidence	3, 4, 5, 8, 11, 13, 16, 21, 22, 29, 34, 35, 47		2
1.6 extend understanding of texts by connecting the ideas in them to their own knowledge, experience, and insights, to other familiar texts, and to the world around them	31, 45, 48		2, 3, 5
1.7 analyse texts and explain how specific elements in them contribute to meaning	15, 40, 41		6, 7
1.8 express opinions about the ideas and information in texts and cite evidence from the texts to support their opinions	30, 37		3, 4, 5, 6
1.9 identify the point of view presented in a text, citing supporting evidence from the text, and suggest some possible alternative perspectives	12, 17, 25, 38		4
2. Understanding Form and Style			
2.1 explain how the particular characteristics of various text forms help communicate meaning, with a focus on literary texts such as a diary or journal, graphic texts such as a brochure, and informational texts such as an encyclopedia	2		
2.2 recognize a variety of organizational patterns in texts of different types and explain how the patterns help readers understand the texts			1
2.3 identify a variety of text features and explain how they help readers understand texts	6, 7, 9, 14, 19		

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2.4 identify various elements of style - including alliteration, descriptive adjectives and adverbs, and sentences of different types, lengths, and structures - and explain how they help communicate meaning	10, 24, 43		
3. Reading with Fluency			
3.1 automatically read and understand high-frequency words, most regularly used words, and words of personal interest or significance in a variety of reading contexts	28, 44	1, 2, 3, 4, 5, 11, 12, 13, 14, 15, 18, 22, 24, 25, 26, 27, 28, 30, 31, 32, 33, 34, 35	
3.2 predict the meaning of and rapidly solve unfamiliar words using different types of cues, including: <ul style="list-style-type: none"> • semantic (meaning) cues • syntactic (language structure) cues • graphophonic (phonological and graphic) cues 	27, 32, 33, 36, 42, 46	6, 7, 8, 9, 10, 16, 17, 19, 20, 21, 23, 29, 36, 37, 38, 39, 40	
3.3 read appropriate texts at a sufficient rate and with sufficient expression to convey the sense of the text readily to the reader and an audience			

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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— <i>Students will listen, speak, read, write, view and represent to manage ideas and information.</i>			
1. Developing and Organizing Content			
1.1 identify the topic, purpose, and audience for a variety of writing forms			4
1.2 generate ideas about a potential topic using a variety of strategies and resources			1, 2, 4, 5
1.3 gather information to support ideas for writing using a variety of strategies and oral, print, and electronic sources			
1.4 sort and classify ideas and information for their writing in a variety of ways			1, 3, 5
1.5 identify and order main ideas and supporting details and group them into units that could be used to develop a summary, using a variety of graphic organizers and organizational patterns	29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40		1, 3, 4, 5
2. Using Knowledge of Form and Style			
2.1 write more complex texts using a variety of forms			
2.2 establish a personal voice in their writing, with a focus on using words and stylistic elements that convey a specific mood such as amusement			1, 2, 4, 5
2.3 use specific words and phrases to create an intended impression			1, 2, 3, 4, 5
2.4 use sentences of different lengths and structures	20, 21		1, 2, 3, 4, 5
2.5 identify their point of view and other possible points of view on the topic, and determine whether their information sufficiently supports their own view			1, 2, 4
2.6 identify elements of their writing that need improvement, using feedback from the teacher and peers, with a focus on specific features			
2.7 make revisions to improve the content, clarity, and interest of their written work, using several types of strategies	26, 27, 28		3, 5
2.8 produce revised, draft pieces of writing to meet identified criteria based on the expectations related to content, organization, style, and use of conventions			
3. Applying Knowledge of Language Conventions and Presenting Written Work Effectively			
3.1 spell familiar words correctly		1, 2, 3, 4, 5, 6, 8, 11, 12, 13, 14, 16, 20	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		7, 9, 10, 15, 17, 18, 19, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30	4, 5
3.3 confirm spellings and word meanings or word choice using different types of resources appropriate for the purpose			

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	Multiple-Choice Tests		Constructed-Response Tasks
	Writing Conventions	Spelling	Writing
3.4 use punctuation appropriately to help communicate their intended meaning, with a focus on the use of: the apostrophe to indicate possession, and quotation marks to indicate direct speech	1, 2, 4, 6, 7, 8, 9, 14		1, 2, 3, 4, 5
3.5 use parts of speech appropriately to communicate their meaning clearly, with a focus on the use of: common and proper nouns; verbs in the simple present, past, and future tenses; adjectives and adverbs; subject/verb agreement; prepositions; and conjunctions	3, 5, 10, 11, 12, 13, 15, 16, 17, 18, 19, 22, 23, 24, 25		1, 2, 3, 4, 5
3.6 proofread and correct their writing using guidelines developed with peers and the teacher			1, 2, 3, 4, 5
3.7 use some appropriate elements of effective presentation in the finished product, including print, script, different fonts, graphics, and layout	7		3, 5
3.8 produce pieces of published work to meet identified criteria based on the expectations related to content, organization, style, use of conventions, and use of presentation strategies			

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Mathematics 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>Quantity</i>			
<ul style="list-style-type: none"> represent, compare, and order whole numbers to 10 000, using a variety of tools 	19, 58		
<ul style="list-style-type: none"> demonstrate an understanding of place value in whole numbers and decimal numbers from 0.1 to 10 000, using a variety of tools and strategies 	24		
<ul style="list-style-type: none"> read and print in words whole numbers to one thousand, using meaningful contexts (e.g., books, highway distance signs); 			
<ul style="list-style-type: none"> round four-digit whole numbers to the nearest ten, hundred, and thousand, in problems arising from real-life situations 	51		
<ul style="list-style-type: none"> represent, compare, and order decimal numbers to tenths, using a variety of tools 	22, 29, 32		
<ul style="list-style-type: none"> fractions using concrete materials, words, and standard fractional notation, and explain the meaning of the denominator as the number of the fractional parts of a whole or a set, and the numerator as the number of fractional parts being considered; 			
<ul style="list-style-type: none"> compare and order fractions (i.e., halves, thirds, fourths, fifths, tenths) by considering the size and the number of fractional parts 			
<ul style="list-style-type: none"> compare fractions to the benchmarks of 0, 1/2, and 1 			
<ul style="list-style-type: none"> demonstrate and explain the relationship between equivalent fractions, using concrete materials and drawings 			
<ul style="list-style-type: none"> read and represent money amounts to \$100 	25		
<ul style="list-style-type: none"> solve problems that arise from real-life situations and that relate to the magnitude of whole numbers up to 10 000 			
<i>Counting</i>			
<ul style="list-style-type: none"> count forward by halves, thirds, fourths, and tenths to beyond one whole, using concrete materials and number lines 			
<ul style="list-style-type: none"> count forward by tenths from any decimal number expressed to one decimal place, using concrete materials and number lines 			
<i>Operations</i>			
<ul style="list-style-type: none"> add and subtract two-digit numbers, using a variety of mental strategies 	44	4, 5	
<ul style="list-style-type: none"> solve problems involving the addition and subtraction of four-digit numbers, using student-generated algorithms and standard algorithms 		1, 3, 6, 7, 8, 11, 13, 14, 19, 22, 29	
<ul style="list-style-type: none"> add and subtract decimal numbers to tenths, using concrete materials and student-generated algorithms 		16, 18, 24, 25, 28	

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	Mathematics	Computation and Estimation	Math Processes
<ul style="list-style-type: none"> add and subtract money amounts by making simulated purchases and providing change for amounts up to \$100, using a variety of tools 	25, 49		
<ul style="list-style-type: none"> multiply to 9×9 and divide to $81 \div 9$, using a variety of mental strategies 		12	
<ul style="list-style-type: none"> solve problems involving the multiplication of one-digit whole numbers, using a variety of mental strategies 	1, 59		
<ul style="list-style-type: none"> multiply whole numbers by 10, 100, and 1000, and divide whole numbers by 10 and 100, using mental strategies 			
<ul style="list-style-type: none"> multiply two-digit whole numbers by one-digit whole numbers, using a variety of tools 		2, 9, 10, 15, 20, 23, 30, 36	
<ul style="list-style-type: none"> divide two-digit whole numbers by one digit whole numbers, using a variety of tools and student-generated algorithms 		21, 26, 27, 31, 32	
<ul style="list-style-type: none"> use estimation when solving problems involving the addition, subtraction, and multiplication of whole numbers, to help judge the reasonableness of a solution 	37	17, 33, 34, 35	
Proportions			
<ul style="list-style-type: none"> describe relationships that involve simple whole-number multiplication 	36		
<ul style="list-style-type: none"> determine and explain, through investigation, the relationship between fractions and decimals to tenths, using a variety of tools and strategies 	29		
<ul style="list-style-type: none"> demonstrate an understanding of simple multiplicative relationships involving unit rates, through investigation using concrete materials and drawings 	39		
Measurement			
Units			
<ul style="list-style-type: none"> estimate, measure, and record length, height, and distance, using standard units 			
<ul style="list-style-type: none"> draw items using a ruler, given specific lengths in millimetres or centimetres 			
<ul style="list-style-type: none"> estimate, measure (i.e., using an analogue clock), and represent time intervals to the nearest minute 	43		
<ul style="list-style-type: none"> estimate, measure using a variety of tools (e.g., centimetre grid paper, geoboard) and strategies, and record the perimeter and area of polygons 	5, 12, 33, 41		
<ul style="list-style-type: none"> estimate, measure, and record the mass of objects (e.g., apple, baseball, book), using the standard units of the kilogram and the gram 	30		
<ul style="list-style-type: none"> estimate, measure, and record the capacity of containers (e.g., a drinking glass, a juice box), using the standard units of the litre and the millilitre 			
<ul style="list-style-type: none"> estimate, measure using concrete materials, and record volume, and relate volume to the space taken up by an object 			

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	Mathematics	Computation and Estimation	Math Processes
<i>Relationships</i>			
<ul style="list-style-type: none"> describe, through investigation, the relationship between various units of length 	31, 40		
<ul style="list-style-type: none"> select and justify the most appropriate standard unit (i.e., millimetre, centimetre, decimetre, metre, kilometre) to measure the side lengths and perimeters of various polygons 	23		
<ul style="list-style-type: none"> determine, through investigation, the relationship between the side lengths of a rectangle and its perimeter and area 			
<ul style="list-style-type: none"> pose and solve meaningful problems that require the ability to distinguish perimeter and area 	38, 41		
<ul style="list-style-type: none"> compare and order a collection of objects, using standard units of mass (i.e., gram, kilogram) and/or capacity (i.e., millilitre, litre) 			
<ul style="list-style-type: none"> determine, through investigation, the relationship between grams and kilograms 			
<ul style="list-style-type: none"> determine, through investigation, the relationship between millilitres and litres 			
<ul style="list-style-type: none"> select and justify the most appropriate standard unit to measure mass (i.e., milligram, gram, kilogram) and the most appropriate standard unit to measure the capacity of a container (i.e., millilitre, litre) 	30		
<ul style="list-style-type: none"> solve problems involving the relationship between years and decades, and between decades and centuries 			
<ul style="list-style-type: none"> compare, using a variety of tools (e.g., geoboard, patterns blocks, dot paper), two-dimensional shapes that have the same perimeter or the same area 	12		

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<i>Geometry and Spatial Sense</i>			
<ul style="list-style-type: none"> draw the lines of symmetry of two dimensional shapes, through investigation using a variety of tools (e.g., Mira, grid paper) and strategies (e.g., paper folding) 	4, 7, 9, 15		
<ul style="list-style-type: none"> identify and compare different types of quadrilaterals (i.e., rectangle, square, trapezoid, parallelogram, rhombus) and sort and classify them by their geometric properties 	28, 60		
<ul style="list-style-type: none"> identify benchmark angles (i.e., straight angle, right angle, half a right angle), using a reference tool (e.g., paper and fasteners, pattern blocks, straws), and compare other angles to these benchmarks 			
<ul style="list-style-type: none"> relate the names of the benchmark angles to their measures in degrees 			
<ul style="list-style-type: none"> identify and describe prisms and pyramids, and classify them by their geometric properties (i.e., shape of faces, number of edges, number of vertices), using concrete materials 	3, 13		
<ul style="list-style-type: none"> construct a three-dimensional figure from a picture or model of the figure, using connecting cubes 	8		
<ul style="list-style-type: none"> construct skeletons of three-dimensional figures, using a variety of tools (e.g., straws and modelling clay, toothpicks and marshmallows, Polydrons), and sketch the skeletons 			
<ul style="list-style-type: none"> draw and describe nets of rectangular and triangular prisms 			
<ul style="list-style-type: none"> construct prisms and pyramids from given nets 			
<ul style="list-style-type: none"> construct three-dimensional figures (e.g., cube, tetrahedron), using only congruent shapes 			
<ul style="list-style-type: none"> identify and describe the general location of an object using a grid system 	17, 52		
<ul style="list-style-type: none"> identify, perform, and describe reflections using a variety of tools 			
<ul style="list-style-type: none"> create and analyse symmetrical designs by reflecting a shape, or shapes, using a variety of tools 	2, 7		
<i>Patterning and Algebra</i>			
<ul style="list-style-type: none"> extend, describe, and create repeating, growing, and shrinking number patterns 	6, 11, 20, 50, 53		
<ul style="list-style-type: none"> connect each term in a growing or shrinking pattern with its term number and record the patterns in a table of values that shows the term number and the term 			
<ul style="list-style-type: none"> create a number pattern involving addition, subtraction, or multiplication, given a pattern rule expressed in words 	10, 16		
<ul style="list-style-type: none"> make predictions related to repeating geometric and numeric patterns 			
<ul style="list-style-type: none"> extend and create repeating patterns that result from reflections, through investigation using a variety of tools 	26		

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	Mathematics	Computation and Estimation	Math Processes
<ul style="list-style-type: none"> determine, through investigation, the inverse relationship between multiplication and division 			
<ul style="list-style-type: none"> determine the missing number in equations involving multiplication of one- and two-digit numbers, using a variety of tools and strategies 	18, 21, 56		
<ul style="list-style-type: none"> identify, through investigation (e.g., by using sets of objects in arrays, by drawing area models), and use the commutative property of multiplication to facilitate computation with whole numbers 			
<ul style="list-style-type: none"> identify, through investigation (e.g., by using sets of objects in arrays, by drawing area models), and use the distributive property of multiplication over addition to facilitate computation with whole numbers 			
Data Management and Probability			
<ul style="list-style-type: none"> collect data by conducting a survey or an experiment to do with themselves, their environment, issues in their school or the community, or content from another subject, and record observations or measurements 			
<ul style="list-style-type: none"> collect and organize discrete primary data and display the data in charts, tables, and graphs (including stem-and-leaf plots and double bar graphs) that have appropriate titles, labels and scales that suit the range and distribution of the data, using a variety of tools 	34, 54		
<ul style="list-style-type: none"> read, interpret, and draw conclusions from primary data and from secondary data presented in charts, tables, and graphs (including stem-and-leaf plots and double bar graphs) 	14, 27, 35, 42, 44, 45, 47, 55		
<ul style="list-style-type: none"> demonstrate, through investigation, an understanding of median and determine the median of a set of data 			
<ul style="list-style-type: none"> describe the shape of a set of data across its range of values, using charts, tables, and graphs 			
<ul style="list-style-type: none"> Compare two related sets of data 	42, 46		
<ul style="list-style-type: none"> predict the frequency of an outcome in a simple probability experiment, explaining their reasoning; conduct the experiment; and compare the result with the prediction 	57		
<ul style="list-style-type: none"> determine, through investigation, how the number of repetitions of a probability experiment can affect the conclusions drawn 			