

# CAT-4 Match to the Ontario Curriculum

Level 17 to Grade 7

Reading Ontario Curriculum, 2006 Specific Expectations	Canadian Achievement Tests, Fourth Edition (CAT-4)		
	Multiple-Choice Tests		Constructed-Response Tasks
	Reading	Vocabulary	Response to Text
<b>1. Reading for Meaning</b>			
1.1 read a wide variety of increasingly complex or difficult 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			
1.3 identify a variety of reading comprehension strategies and use them appropriately before, during, and after reading to understand increasingly complex texts	30		1
1.4 demonstrate understanding of increasingly complex texts by summarizing important ideas and citing a variety of details that support the main idea	2, 3, 10, 13, 22, 23, 31, 33, 34, 43, 44, 46		1, 2, 5, 6
1.5 develop and explain interpretations of increasingly complex or difficult texts using stated and implied ideas from the texts to support their interpretations	1, 7, 15, 16, 20, 37, 38, 42, 45, 46		2, 3, 4, 5, 6
1.6 extend understanding of texts, including increasingly complex or difficult texts, by connecting the ideas in them to their own knowledge, experience, and insights, to other familiar texts, and to the world around them	24, 26, 37, 45		2, 3, 6
1.7 analyse a variety of texts, both simple and complex, and explain how the different elements in them contribute to meaning and influence the reader's reaction	15, 27		4, 5
1.8 evaluate the effectiveness of both simple and complex texts based on evidence from the texts.	16, 26		4
1.9 identify the point of view presented in texts, including increasingly complex or difficult texts; give evidence of any biases they may contain; and suggest other possible perspectives	7, 8, 17, 29		2, 3, 6
<b>2. Understanding Form and Style</b>			
2.1 analyse a variety of text forms and explain how their particular characteristics help communicate meaning, with a focus on literary texts such as a novel, graphic texts such as a photo essay, and informational texts such as a manual	9, 26, 45, 47		
2.2 analyse increasingly complex texts to identify organizational patterns used in them and explain how the patterns help communicate meaning	18, 32, 35, 48		
2.3 identify a variety of text features and explain how they help communicate meaning	11, 19, 21, 25, 28, 39		
2.4 identify various elements of style - including foreshadowing, metaphor, and symbolism - and explain how they help communicate meaning and enhance the effectiveness of texts	14, 38, 40, 42, 48		5

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	Reading	Vocabulary	Response to Text
<b>3. Reading with Fluency</b>			
<b>3.1</b> automatically read and understand most words in a wide range of reading contexts		2, 3, 4, 6, 10, 11, 15, 16, 19, 22, 23, 24, 30, 31, 32, 33	
<b>3.2</b> predict the meaning of and rapidly solve unfamiliar words using different types of cues, including: <ul style="list-style-type: none"> <li>• semantic (meaning) cues;</li> <li>• syntactic (language structure) cues;</li> <li>• graphophonic (phonological and graphic) cues</li> </ul>	1, 3, 4, 6, 12, 24, 28, 29, 32, 36, 38, 43	1, 5, 7, 8, 9, 12, 13, 14, 17, 18, 20, 21, 25, 26, 27, 28, 29, 34, 35, 36, 37, 38, 39, 40	
<b>3.3</b> read appropriate texts with expression and confidence, adjusting reading strategies and reading rate to match the form and purpose	39		

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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>			
<b>1. Developing and Organizing Content</b>			
1.1 identify the topic, purpose, and audience for more complex writing forms			1, 2, 3, 4, 5
1.2 generate ideas about more challenging topics and identify those most appropriate for the purpose			1, 3, 4, 5
1.3 gather information to support ideas for writing, using a variety of strategies and a wide range of print and electronic resources			
1.4 sort and classify ideas and information for their writing in a variety of ways that allow them to manipulate information and see different combinations and relationships in their data			1, 3, 4, 5
1.5 identify and order main ideas and supporting details and group them into units that could be used to develop a multi-paragraph piece of writing, using a variety of strategies and organizational patterns	37, 38, 39, 40		1, 2, 3, 4, 5
<b>2. Using Knowledge of Form and Style</b>			
2.1 write complex texts of different lengths using a wide range of forms			2, 3, 4, 5
2.2 establish a distinctive voice in their writing appropriate to the subject and audience			1, 2, 3, 4, 5
2.3 regularly use vivid and/or figurative language and innovative expressions in their writing			1, 2, 3, 4, 5
2.4 vary sentence structures to give their writing rhythm and pacing by using a variety of connecting and/or introductory words and phrases to help combine short, simple sentences into longer, more complex sentences	23, 24, 25, 26, 27, 28		1, 2, 3, 4, 5
2.5 identify their point of view and other possible points of view, evaluate other points of view, and find ways to acknowledge other points of view, if appropriate.			1, 2, 3
2.6 identify elements in their writing that need improvement, selectively using feedback from the teacher and peers, with a focus on voice, diction, and an effective beginning and ending.			
2.7 make revisions to improve the content, clarity, and interest of their written work, using a variety of strategies	29, 30, 31, 32, 33, 34, 35, 36		
2.8 produce revised draft pieces of writing to meet identified criteria based on the expectations			
<b>3. Applying Knowledge of Language Conventions and Presenting Written Work Effectively</b>			
3.1 spell familiar words correctly		2, 4, 5, 6, 7, 8, 9, 11, 14, 15, 16, 17, 18, 19, 23, 24, 26, 27, 28	2, 3, 4, 5

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<b>Writing</b> Ontario Curriculum, 2006 Specific Expectations	<i>Canadian Achievement Tests, Fourth Edition (CAT-4)</i>		
	Multiple-Choice Tests		Constructed-Response Tasks
	Writing Conventions	Spelling	Writing
<b>3.2</b> spell unfamiliar words using a variety of strategies that involve understanding sound-symbol relationships, word structures, word meanings, and generalizations about spelling		1, 3, 10, 12, 13, 20, 21, 22, 25, 29, 30	
<b>3.3</b> confirm spellings and word meanings or word choice using a variety of resources appropriate for the purpose			
<b>3.4</b> use punctuation appropriately to communicate their intended meaning in more complex writing forms, including forms specific to different subject areas, with a focus on the use of: periods after initials, in abbreviations, and in decimal numbers; parentheses; punctuation to indicate intonation, pauses, or gestures	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16		2, 3, 4, 5
<b>3.5</b> use parts of speech correctly to communicate their meaning clearly, with a focus on the use of: relative pronouns; prepositions, including prepositional phrases; adjectives; conjunctions; adverbs; present, past, and future verb tenses; present and past participles	17, 18, 19, 20, 21, 22		2, 3, 4, 5
<b>3.6</b> proofread and correct their writing using guidelines developed with peers and the teacher			1, 2, 3, 4, 5
<b>3.7</b> use a wide range of appropriate elements of effective presentation in the finished product, including print, script, different fonts, graphics, and layout			
<b>3.8</b> produce pieces of published work to meet identified criteria based on the expectations			

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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>Number Sense</i>			
<ul style="list-style-type: none"> <li>represent, compare, and order decimals to hundredths and fractions</li> </ul>	32, 46, 50		
<ul style="list-style-type: none"> <li>generate multiples and factors, using a variety of tools and strategies</li> </ul>	13, 34, 43		
<ul style="list-style-type: none"> <li>identify and compare integers</li> </ul>		34	
<ul style="list-style-type: none"> <li>represent and order integers</li> </ul>	15		
<ul style="list-style-type: none"> <li>select and justify the most appropriate representation of a quantity (i.e., fraction, decimal, percent) for a given context</li> </ul>			
<ul style="list-style-type: none"> <li>represent perfect squares and square roots, using a variety of tools</li> </ul>	3		
<ul style="list-style-type: none"> <li>explain the relationship between exponential notation and the measurement of area and volume</li> </ul>			
<ul style="list-style-type: none"> <li>divide whole numbers by simple fractions and by decimal numbers to hundredths, using concrete materials</li> </ul>			
<ul style="list-style-type: none"> <li>use a variety of mental strategies to solve problems involving the addition and subtraction of fractions and decimals</li> </ul>		2, 12, 20, 21, 30	
<ul style="list-style-type: none"> <li>solve problems involving the multiplication and division of decimal numbers to thousandths by one-digit whole numbers</li> </ul>	2	6, 26	
<ul style="list-style-type: none"> <li>solve multi-step problems arising from real-life contexts and involving whole numbers and decimals</li> </ul>		5, 14, 23, 36	
<ul style="list-style-type: none"> <li>use estimation when solving problems involving operations with whole numbers, decimals, and percents</li> </ul>		1, 33	
<ul style="list-style-type: none"> <li>evaluate expressions that involve whole numbers and decimals, including expressions that contain brackets, using order of operations</li> </ul>		3, 4, 7, 9, 13, 19 10, 11, 16, 24, 35	
<ul style="list-style-type: none"> <li>add and subtract fractions with simple like and unlike denominators</li> </ul>			
<ul style="list-style-type: none"> <li>demonstrate, using concrete materials, the relationship between the repeated addition of fractions and the multiplication of that fraction by a whole number</li> </ul>			
<ul style="list-style-type: none"> <li>add and subtract integers, using a variety of tools</li> </ul>	17, 18, 28		
<ul style="list-style-type: none"> <li>determine, through investigation, the relationships among fractions, decimals, percents, and ratios</li> </ul>	1	8, 22, 25, 27, 31	
<ul style="list-style-type: none"> <li>solve problems that involve determining whole number percents, using a variety of tools</li> </ul>	36, 55, 60	29, 32	
<ul style="list-style-type: none"> <li>demonstrate an understanding of rate as a comparison, or ratio, of two measurements</li> </ul>	54		
<ul style="list-style-type: none"> <li>solve problems involving the calculation of unit rates</li> </ul>	44, 54		
<ul style="list-style-type: none"> <li>add and subtract integers using a variety of tools</li> </ul>	17, 18, 28		

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	Multiple-Choice Tests		Constructed-Response Tasks
	Mathematics	Computation and Estimation	Math Processes
<i>Measurement</i>			
<ul style="list-style-type: none"> <li>research and report on real-life applications of area measurements</li> </ul>			
<ul style="list-style-type: none"> <li>sketch different polygonal prisms that share the same volume</li> </ul>			
<ul style="list-style-type: none"> <li>solve problems that require conversion between metric units of measure</li> </ul>	27		
<ul style="list-style-type: none"> <li>solve problems that require conversion between metric units of area</li> </ul>			
<ul style="list-style-type: none"> <li>determine, through investigation using a variety of tools and strategies, the relationship for calculating the area of a trapezoid</li> </ul>			
<ul style="list-style-type: none"> <li>solve problems involving the estimation and calculation of the area of a trapezoid</li> </ul>	40, 41		
<ul style="list-style-type: none"> <li>estimate and calculate the area of composite two-dimensional shapes</li> </ul>	29, 30, 33, 35, 51		
<ul style="list-style-type: none"> <li>determine, through investigation using a variety of tools and strategies the relationship between the height, the area of the base, and the volume of right prisms with simple polygonal bases</li> </ul>	12, 18		
<ul style="list-style-type: none"> <li>determine, through investigation using a variety of tools, the surface area of right prisms</li> </ul>	19, 59		
<ul style="list-style-type: none"> <li>solve problems that involve the surface area and volume of right prisms and that require conversion between metric measures of capacity and volume</li> </ul>			
<i>Geometry</i>			
<ul style="list-style-type: none"> <li>construct related lines (i.e., parallel; perpendicular; intersecting at 30°, 45°, and 60°), using angle properties</li> </ul>			
<ul style="list-style-type: none"> <li>sort and classify triangles and quadrilaterals by geometric properties related to symmetry, angles, and sides</li> </ul>			
<ul style="list-style-type: none"> <li>construct angle bisectors and perpendicular bisectors, using a variety of tools</li> </ul>	16, 42		
<ul style="list-style-type: none"> <li>investigate, using concrete materials, the angles between the faces of a prism, and identify right prisms</li> </ul>	45		
<ul style="list-style-type: none"> <li>identify, through investigation, the minimum side and angle information (i.e., side-side-side; side-angle-side; angle-side angle) needed to describe a unique triangle</li> </ul>			
<ul style="list-style-type: none"> <li>determine, through investigation using a variety of tools relationships among area, perimeter, corresponding side lengths, and corresponding angles of congruent shapes</li> </ul>	57, 58		
<ul style="list-style-type: none"> <li>distinguish between and compare similar shapes and congruent shapes</li> </ul>	11, 31, 38, 56		
<ul style="list-style-type: none"> <li>plot points using all four quadrants of the Cartesian coordinate plane</li> </ul>	4, 39		

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	Mathematics	Computation and Estimation	Math Processes
<ul style="list-style-type: none"> <li>identify, perform, and describe dilations</li> <li>create and analyse designs involving translations, reflections, dilations, and/or simple rotations of two-dimensional shapes, using a variety of tools</li> </ul>	20, 24, 52, 56		
<ul style="list-style-type: none"> <li>determine, polygons or combinations of polygons that tile a plane</li> </ul>			
<b>Patterns</b>			
<ul style="list-style-type: none"> <li>represent linear growing patterns, using a variety of tools</li> </ul>			
<ul style="list-style-type: none"> <li>make predictions about linear growing patterns</li> </ul>	6, 7, 17		
<ul style="list-style-type: none"> <li>develop and represent the general term of a linear growing pattern, using algebraic expressions</li> </ul>	8		
<ul style="list-style-type: none"> <li>compare pattern rules that generate a pattern by adding or subtracting a constant, or multiplying or dividing by a constant, to get the next term</li> </ul>			
<ul style="list-style-type: none"> <li>model real-life relationships involving constant rates where the initial condition starts at 0 (e.g., speed, heart rate, billing rate), through investigation using tables of values and graphs</li> </ul>			
<ul style="list-style-type: none"> <li>model real-life relationships involving constant rates (e.g., speed, heart rate, billing rate), using algebraic equations with variables to represent the changing quantities in the relationship</li> </ul>			
<ul style="list-style-type: none"> <li>translate phrases describing simple mathematical relationships into algebraic expressions</li> </ul>			
<ul style="list-style-type: none"> <li>evaluate algebraic expressions by substituting natural numbers for the variables</li> </ul>	5, 23, 25, 28		
<ul style="list-style-type: none"> <li>make connections between evaluating algebraic expressions and determining the term in a pattern using the general term</li> </ul>			
<ul style="list-style-type: none"> <li>solve linear equations of the form <math>ax = c</math> or <math>c = ax</math> and <math>ax + b = c</math></li> </ul>	22		
<b>Data Management</b>			
<ul style="list-style-type: none"> <li>collect data by conducting a survey or an experiment</li> </ul>			
<ul style="list-style-type: none"> <li>collect and organize categorical, discrete, or continuous primary data and secondary data</li> </ul>			
<ul style="list-style-type: none"> <li>select an appropriate type of graph to represent a set of data</li> </ul>			
<ul style="list-style-type: none"> <li>distinguish between a census and a sample from a population</li> </ul>			
<ul style="list-style-type: none"> <li>identify bias in data collection methods</li> </ul>			
<ul style="list-style-type: none"> <li>read, interpret, and draw conclusions from primary data (e.g., survey results, measurements, observations) and from secondary data</li> </ul>	14, 26, 47, 48		
<ul style="list-style-type: none"> <li>identify, through investigation, graphs that present data in misleading ways</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>determine, through investigation, the effect on a measure of central tendency (i.e., mean, median, and mode) of adding or removing a value or values</li> </ul>	9, 10, 37, 53		
<ul style="list-style-type: none"> <li>identify and describe trends</li> </ul>			
<ul style="list-style-type: none"> <li>make inferences and convincing arguments that are based on the analysis of charts, tables, and graphs</li> </ul>	60		
<ul style="list-style-type: none"> <li>research and report on real-world applications of probabilities expressed in fraction, decimal, and percent form</li> </ul>			
<ul style="list-style-type: none"> <li>make predictions about a population when given a probability</li> </ul>	21, 49		
<ul style="list-style-type: none"> <li>represent in a variety of ways (e.g., tree diagrams, tables, models, systematic lists) all the possible outcomes of a probability experiment involving two independent events</li> </ul>			
<ul style="list-style-type: none"> <li>perform a simple probability experiment involving two independent events</li> </ul>			