

CAT-4 Match to the Quebec Curriculum

Level 11 – Grade 1 (Cycle 1.1)

Reading Quebec Curriculum, 2001 Specific Outcomes	Canadian Achievement Tests, Fourth Edition (CAT-4)			
	Multiple-Choice Tests			Constructed-Response Tasks
	Reading	Word Analysis	Vocabulary	Response to Text
Competency One: To read and listen to literary, popular and information-based texts				
The four cuing systems, which include:				
Prior knowledge and personal experience of the content of a text (semantic)			P28 2, 3, 4, 5, 6, 7, 8 P29 9, 10, 11, 12, 13	1, 2, 3, 4, 5, 6
Knowledge of the ways books work (pragmatic)	P5 3 P12 7 P15 4 P20 3			
Use of pictures and other graphic representations to interpret texts (pragmatic)	P5 4 P8 2 P12 8			1, 2, 3, 4
Knowledge of common language patterns (syntax)	P7 1 P17 5 P19 5 P19 7			
Knowledge of the relationships between sounds and written symbols (graphophonics)				
Self-correcting strategies, which include:				
A trial-and-error approach				
Questions and talk with others to clarify and enrich interpretations.				
Predictions, confirmations and inferences, when prompted by the teacher	P5 1 P11 5 P14 2 P15 3 P15 5 P16 1 P17 6 P20 5		P30 2, 3, 4, 5 P31 6, 7, 8, 9, 10, 11 P32 12,13	2, 3, 5, 6
Perseverance when meaning-making breaks down by: <ul style="list-style-type: none"> • Adjusting pace • Reading on • Omitting words • Rereading • Making substitutions consistent with pattern of meaning making • Discussions with teacher of the strategies s/he uses when meaning-making breaks down 	P5 2 P8 3 P9 4 P12 6 P13 9 P16 2 P17 3 P17 4			
Strategies for locating information and/or ideas in texts, which include:				
A trial-and-error approach				
Use of different reading strategies according to the text type				1, 2, 3, 4, 5, 6
Use of the following to locate specific information and/or ideas: <ul style="list-style-type: none"> • Pictures and other graphic representations in texts 	P14 1 P19 6 P19 8			1, 2, 3, 4

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	Reading	Word Analysis	Vocabulary	Response to Text
Reading, listening to and viewing a range of self-selected and personally relevant texts that include:				
Use of personal, social and cultural background and experiences to interpret texts				1, 2, 3, 4, 5, 6
Developing a personal response process in the context of a community of readers through:				
Discussion of responses with others individually, in small groups and in the whole class.				
Acknowledgment and support for different interpretations from peers of one text				
Discussion of favourite parts, ideas, and/or information in texts				
Recount of the story and, with guidance, outline of information in a text				
Development of opinions on literary or popular texts	P13 10			1, 3, 5, 6
Sharing of new or interesting information gained from a text				1, 2, 4, 6
Moving beyond the initial response through:				
Responses to texts in a variety of ways that include talking, writing, the Arts, media.				
Seeing a text as a construction through:				
Suggestion of alternative endings or actions in a literary or popular text				4
Plausibility of events, characters, opinions and/or information in a text in relation to own values and experiences	P15 6 P19 9 P20 4			
Comparison of texts that are familiar by recognizing: <ul style="list-style-type: none"> the same theme or idea developed in different ways in two literary or popular texts that non-fiction texts on the same topic contain different information 				
Understanding the influence of familiar structures and features on the meaning of a text through:				
Identification of some structures and features of familiar text types				
Beginning to identify the view of the world presented in a text through:				
Teacher and peer discussions of the ways in which different groups of people are depicted in texts				
Competency Three: To Represent his/her literacy in different media				
The familiar images, signs, symbols and logos in her/his environment:				
Recognition that they are made by people for different purposes				
Recognition that they have meanings/messages				3, 4

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	Reading	Word Analysis	Vocabulary	Response to Text
Make meaning of a media text by:				
Brainstorming				
Drawing on prior knowledge	P19 4			
Sharing responses with peers				
Making connections to own experiences				1, 2, 3, 4, 5, 6
Returning to text	P18 1 P18 2 P19 3 P20 1 P20 2			1, 4, 5
Competency Four: To use language to communicate and learn				
Sharing of information with peers and teacher				
Talking about responses and point of view with peers and teacher.				
Asking and answering questions from peers and teacher.				
Use of the structural features of language to elaborate on information and to qualify responses				1, 2, 3, 4, 5, 6

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Writing Quebec Curriculum, 2001 Specific Outcomes	Canadian Achievement Tests, Fourth Edition (CAT-4)		
	Multiple-Choice Tests		Constructed-Response Tasks
	Spelling	Writing	Writing
Self-selection of own topics, structures and features, based on purpose and audience			
Writing to a familiar audience (peers, family, trusted adults) in order to express meaning(s):			
Pictures, symbols and/or signs integrated with print.			
Identification of purpose for writing			1, 2, 3, 4, 5
Specific structures and features of familiar texts incorporated into own writing			4, 5
Writing on a daily basis:			
Own topics and text types chosen to meet a specific purpose, audience and context			
Writing for specific purposes and in different contexts which include:			
Getting things done			4
Personal needs			
For pleasure			5
Clarifying thoughts			
Solving problems			
Expressing ideas and feelings			1, 2
Recording experiences			1, 2, 3
Developing and exploring new ideas and information			4, 5
Discussions with peers and teacher in order to:			
Share ideas for topics, purposes, text types.			
Plan, share, clarify and extend thinking.			
Exploratory prewriting activities appropriate to purpose, audience and context for the writing:			
Brainstorming for information and asking questions			
Drawing on ideas, prior experiences and personal memories			1, 2, 3, 4, 5
Drawing, planning, talking			1, 2, 3, 4, 5
Reading, listening to, viewing and talking about stories, songs, poems and books			5
Using graphic organizers			
Telling and retelling stories			3, 5
Drawing on prior knowledge, e.g. of the media.			1, 2, 4
Writing activities that nourish the development of a process for producing written texts:			
Regular, sustained time to write on a daily basis			
Drafts of own writing with focus on making meaning			
Rereading of own writing with focus on meaning			1, 2, 3, 4, 5
Sharing own writing with peers			
One or two strategies for crafting and revising own writing, on a trial-and-error basis: • Talking about own writing			

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	Multiple-Choice Tests		Constructed-Response Tasks
	Spelling	Writing	Writing
Self-edits with focus on a limited number (1 or 2) of writing conventions at own developmental level: • Checks for end punctuation in pairs by reading aloud			1, 2, 3, 4, 5
Re-presentation of personally meaningful texts as published pieces for intended familiar audience			
Experimentation with familiar structures and features of different text types in own writing:			
Based on wide repertoire of texts read, viewed in the media and encountered in her/his community			
To suit own purpose and audience			
Development of understanding of writing conventions which include grammar (sentence structure and syntax), usage (agreement and word choice) and mechanics (spelling, capitalization and punctuation):			1, 2, 3, 4, 5
Development of spelling conscience: rules, generalizations and patterns of written language, i.e. spelling, applied at appropriate developmental level	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20		
Growing repertoire of developmentally appropriate spelling strategies: • Approximations, phonetic representation, visual patterns and common letter sequences, common structural patterns			1, 2, 3, 4, 5
Writing daily for personally significant purposes:			
See Writing Process—purpose and context for writing, above			

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Mathematics Quebec Curriculum Specific Outcomes	Canadian Achievement Tests, Fourth Edition (CAT-4)		
	Multiple-Choice Tests		Constructed-Response Tasks
	Mathematics	Computation	Math Processes
ARITHMETIC: UNDERSTANDING AND WRITING NUMBERS			
<ul style="list-style-type: none"> Natural numbers – natural numbers less than 1000 (units, tens, hundreds): reading, writing, digit, number, counting, one-to-one correspondence, representation, comparison, classification, order, equivalent expressions, writing numbers in expanded form, patterns, properties (even numbers, odd numbers), number line 	P36 1, 3, 4 P39 10 P41 14 P42 2 P45 9 P46 27 P50 4 P51 6	P64 6	
– approximation		P63 3 P65 7	
<ul style="list-style-type: none"> Fractions – fractions related to the student’s everyday life 			
ARITHMETIC: MEANING OF OPERATIONS INVOLVING NUMBERS			
<ul style="list-style-type: none"> Natural numbers – operation, operation sense: addition (adding, uniting, comparing), sum, subtraction (taking away, complement, comparing), difference, term, missing term, number line, multiplication (repeated addition, Cartesian product) and division (repeated subtraction, sharing, number of times x goes into y) 	P54 1 P56 4	P63 5	
– choice of operation: addition, subtraction	P53 10 P57 8	P62 1, 2 P63 4 P66 11	
– meaning of an equality relation (equation), meaning of an equivalence relation			
– relationships between the operations			
– property of operations: commutative law			
ARITHMETIC: OPERATIONS INVOLVING NUMBERS			
<ul style="list-style-type: none"> Natural numbers – approximating the result of an operation: addition, subtraction 		P65 9, 10	
– own processes for mental computation: addition, subtraction		P65 8 P66 12	
<ul style="list-style-type: none"> – operations to be memorized: - additions (0 + 0 to 10 + 10) related to the corresponding subtractions 		P 58 - 59 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13 P 60 - 61 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13	
– own processes for written computation: addition, subtraction	P55 3		
– patterns: series of numbers, family of operations	P46 10 P52 8 P54 2 P56 5 P57 9		

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	Mathematics	Computation	Math Processes
GEOMETRY: GEOMETRIC FIGURES AND SPATIAL SENSE			
<ul style="list-style-type: none"> • Space <ul style="list-style-type: none"> – locating objects and getting one’s bearings in space, spatial relationships (e.g. in front, on, to the left) 	P43 3		
– locating objects on an axis			
– locating objects in a plane			
<ul style="list-style-type: none"> • Solids <ul style="list-style-type: none"> – comparing and constructing prisms, pyramids, spheres, cylinders, cones 			
– comparing objects in the environment with solids			
– attributes (number of faces, base): prisms, pyramids			
<ul style="list-style-type: none"> • Plane figures <ul style="list-style-type: none"> – comparing and constructing figures made with closed curved lines or closed straight lines 			
– identifying a square, rectangle, triangle, circle and rhombus	P40 11 P44 4 P45 8 P47 13 P48 1 P50 5		
– describing a square, rectangle, triangle and rhombus			
<ul style="list-style-type: none"> • Frieze patterns and tessellations <ul style="list-style-type: none"> – congruent figures 	P38 7 P31 8 P44 5 P47 14 P48 2 P52 7		
MEASUREMENT			
<ul style="list-style-type: none"> • Lengths: estimating and measuring <ul style="list-style-type: none"> – dimensions of an object 			
– unconventional units: comparison, construction of rulers	P37 6		
– conventional units (m, dm, cm)			
<ul style="list-style-type: none"> • Time: estimating and measuring <ul style="list-style-type: none"> – conventional units, duration (day, hour, minute, second, daily cycle, weekly cycle, yearly cycle) 	P40 11 P57 7		

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	Mathematics	Computation	Math Processes
STATISTICS			
• Formulating questions for a survey			
• Collecting, describing and organizing data using tables	P37 5 P40 12 P42 1 P45 7		
• Interpreting data using a bar graph, a pictograph and a data table	P36 2 P41 13, 15 P44 6 P46 11 P49 3 P53 9		
• Displaying data using a bar graph, a pictograph and a data table			
PROBABILITY			
• Experimentation with activities involving chance			
• Predicting the likelihood of an event (certainty, possibility or impossibility)			
• Enumerating the possible outcomes of a simple random experiment			