

# CAT-4 Match to the Quebec Curriculum

Level 12 - Grade 2 (Cycle 1.2)

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
<b>Competency One: To read and listen to literary, popular and information-based texts</b>				
<b>The four cuing systems, which include:</b>				
Prior knowledge and personal experience of the content of a text (semantic)	P23 5			1, 3, 6
Knowledge of the ways books work (pragmatic)	P7 1 P14 6 P16 1 P23 2			
Use of pictures and other graphic representations to interpret texts (pragmatic)	P4 1 P13 4 P18 4		P32 1, 2, 3, 4, 5 P33 6, 7, 8, 9, 10, 11, 12 P34 14, 15, 16, 17, 18	1, 2, 4
Knowledge of common language patterns (syntax)	P5 5 P7 2 P8 3 P10 1 P13 2 P19 5 P24 9	P29 1, 2, 3, 4, 5, 6 P30 1, 2, 3, 4, 5 P31 1, 2, 3, 4		
Knowledge of the relationships between sounds and written symbols (graphophonics)		P26 1, 2, 3 P27 1, 2, 3, 4, 5, 6, 7, 8 P29 9, 10, 11, 12		
<b>Self-correcting strategies, which include:</b>				
A trial-and-error approach				
Questions and talk with others to clarify and enrich interpretations.				
Predictions, confirmations and inferences, when prompted by the teacher	P4 2 P9 6, 7 P11 4 P20 7 P21 8			
Perseverance when meaning-making breaks down by: <ul style="list-style-type: none"> <li>• Adjusting pace</li> <li>• Reading on</li> <li>• Omitting words</li> <li>• Rereading</li> <li>• Making substitutions consistent with pattern of meaning making</li> <li>• Discussions with teacher of the strategies s/he uses when meaning-making breaks down</li> </ul>				

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	Reading	Word Analysis	Vocabulary	Response to Text
<b>Strategies for locating information and/or ideas in texts, which include:</b>				
A trial-and-error approach				
Use of different reading strategies according to the text type	P13 3 P14 7			
Use of the following to locate specific information and/or ideas: <ul style="list-style-type: none"> <li>• Pictures and other graphic representations in texts</li> </ul>	P5 4 P9 5 P11 2, 3 P13 1 P16 2 P17 3 P20 6 P23 1 P24 6			1, 2, 3, 4
<b>Reading, listening to and viewing a range of self-selected and personally relevant texts that include:</b>				
Use of personal, social and cultural background and experiences to interpret texts				3, 6
<b>Developing a personal response process in the context of a community of readers through:</b>				
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				2, 3, 4
Recount of the story and, with guidance, outline of information in a text				4, 5
Development of opinions on literary or popular texts				6
Sharing of new or interesting information gained from a text				1, 2
<b>Moving beyond the initial response through:</b>				
Responses to texts in a variety of ways that include talking, writing, the Arts, media.				1, 2, 3, 4
<b>Seeing a text as a construction through:</b>				
Suggestion of alternative endings or actions in a literary or popular text				
Plausibility of events, characters, opinions and/or information in a text in relation to own values and experiences	P23 4			3
Comparison of texts that are familiar by recognizing: <ul style="list-style-type: none"> <li>• the same theme or idea developed in different ways in two literary or popular texts</li> <li>• that non-fiction texts on the same topic contain different information</li> </ul>				

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	Reading	Word Analysis	Vocabulary	Response to Text
<b>Understanding the influence of familiar structures and features on the meaning of a text through:</b>				
Identification of some structures and features of familiar text types				
<b>Beginning to identify the view of the world presented in a text through:</b>				
Teacher and peer discussions of the ways in which different groups of people are depicted in texts				
<b>Competency One: To read and listen to literary, popular and information-based texts</b>				
<b>The familiar images, signs, symbols and logos in her/his environment:</b>				
Recognition that they are made by people for different purposes				
Recognition that they have meanings/messages				
<b>Make meaning of a media text by:</b>				
Brainstorming				
Drawing on prior knowledge	P23 3, 5			
Sharing responses with peers				
Making connections to own experiences	P14 5 P24 7			
Returning to text	P4 2 P5 3 P8 4 P24 8			
<b>Competency Four: To use language to communicate and learn</b>				
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.			P35 1, 2, 3, 4 P36 5, 6, 7, 8, 9, 10 P37 11, 12	

# CAT-4 Match to the Quebec Curriculum

Level 12 - Grade 2 (Cycle 1.2)

<b>Writing</b> Quebec Curriculum, 2001 Specific Outcomes	Canadian Achievement Tests, Fourth Edition (CAT-4)		
	Multiple-Choice Tests		Constructed-Response Tasks
	Writing Conventions	Spelling	Writing
Self-selection of own topics, structures and features, based on purpose and audience			5
<b>Writing to a familiar audience (peers, family, trusted adults) in order to express meaning(s):</b>			
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.			
<b>Writing on a daily basis:</b>			
Own topics and text types chosen to meet a specific purpose, audience and context.			1, 2, 3, 4, 5
<b>Writing for specific purposes and in different contexts which include:</b>			
Getting things done			4
Personal needs			
For pleasure			5
Clarifying thoughts			
Solving problems			
Expressing ideas and feelings			2, 4
Recording experiences			1
Developing and exploring new ideas and information			
<b>Discussions with peers and teacher in order to:</b>			
Share ideas for topics, purposes, text types.			
Plan, share, clarify and extend thinking.			1, 2, 4
<b>Exploratory prewriting activities appropriate to purpose, audience and context for the writing:</b>			
Brainstorming for information and asking questions			
Drawing on ideas, prior experiences and personal memories			1, 2, 3, 5
Drawing, planning, talking			
Reading, listening to, viewing and talking about stories, songs, poems and books			3
Using graphic organizers			1, 2, 3, 4, 5
Telling and retelling stories			3
Drawing on prior knowledge.			2, 3, 4, 5
<b>Writing activities that nourish the development of a process for producing written texts:</b>			
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			
One or two strategies for crafting and revising own writing, on a trial-and-error basis: <ul style="list-style-type: none"> <li>Talking about own writing</li> </ul>			1, 2, 3, 4, 5

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Writing Quebec Curriculum, 2001 Specific Outcomes	Canadian Achievement Tests, Fourth Edition (CAT-4)		
	Multiple-Choice Tests		Constructed-Response Tasks
	Writing Conventions	Spelling	Writing
Self-edits with focus on a limited number of writing conventions at own developmental level: • Checks for end punctuation in pairs by reading aloud	P40 1, 2, 3, 4, 5, 6 P41 7, 8, 9, 10, 11 P42 12, 13, 14, 15		1, 2, 3, 4, 5
Re-presentation of personally meaningful texts as published pieces for intended familiar audience			1, 2, 3, 4, 5
<b>Experimentation with familiar structures and features of different text types in own writing:</b>			
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):	P43 1, 2, 3 P44 1, 2, 3 P45 1, 2, 3, 4 P46 5, 6, 7, 8, 9		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
<b>Writing daily for personally significant purposes:</b>			
See Writing Process—purpose and context for writing, above.			1, 2, 3, 4, 5

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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
<b>ARITHMETIC: UNDERSTANDING AND WRITING NUMBERS</b>			
<ul style="list-style-type: none"> <li>Natural numbers                             <ul style="list-style-type: none"> <li>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</li> </ul> </li> </ul>			
– approximation	P62 9		
<ul style="list-style-type: none"> <li>Fractions                             <ul style="list-style-type: none"> <li>fractions related to the student’s everyday life</li> </ul> </li> </ul>	P60 5		
<b>ARITHMETIC: MEANING OF OPERATIONS INVOLVING NUMBERS</b>			
<ul style="list-style-type: none"> <li>Natural numbers                             <ul style="list-style-type: none"> <li>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)</li> </ul> </li> </ul>			
– choice of operation: addition, subtraction		P72 1, 2, 3, 4, 5, 8 P73 9 P74 11	
– meaning of an equality relation (equation), meaning of an equivalence relation			
– relationships between the operations			
– property of operations: commutative law			
<b>ARITHMETIC: OPERATIONS INVOLVING NUMBERS</b>			
<ul style="list-style-type: none"> <li>Natural numbers                             <ul style="list-style-type: none"> <li>approximating the result of an operation: addition, subtraction</li> </ul> </li> </ul>		P72 6, 8	
– own processes for mental computation: addition, subtraction	P51 8 P58 1	P72 1, 2	
– operations to be memorized: - additions ( $0 + 0$ to $10 + 10$ ) related to the corresponding subtractions		P72 1 P73 10	
– own processes for written computation: addition, subtraction	P65 19	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, 7 P73 9 P74 11, 12	

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	Multiple-Choice Tests		Constructed-Response Tasks
	Mathematics	Computation	Math Processes
– patterns: series of numbers, family of operations	P48 2 P57 22 P62 10 P63 11 P64 16 P65 20 P66 21, 23 P67 24		
<b>GEOMETRY: GEOMETRIC FIGURES AND SPATIAL SENSE</b>			
• Space – locating objects and getting one’s bearings in space, spatial relationships (e.g. in front, on, to the left)			
– locating objects on an axis			
– locating objects in a plane			
• Solids – comparing and constructing prisms, pyramids, spheres, cylinders, cones	P49 6		
– comparing objects in the environment with solids			
– attributes (number of faces, base): prisms, pyramids			
• Plane figures – comparing and constructing figures made with closed curved lines or closed straight lines	P60 6 P63 14		
– identifying a square, rectangle, triangle, circle and rhombus	P54 15		
– describing a square, rectangle, triangle and rhombus			
• Frieze patterns and tessellations – congruent figures	P54 14 P59 3 P66 22		
<b>MEASUREMENT</b>			
• Lengths: estimating and measuring – dimensions of an object			
– unconventional units: comparison, construction of rulers	P54 16 P57 23 P64 15		
– conventional units (m, dm, cm)			
• Time: estimating and measuring – conventional units, duration (day, hour, minute, second, daily cycle, weekly cycle, yearly cycle)	P49 5 P56 21 P57 24 P65 18		

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	Multiple-Choice Tests		Constructed-Response Tasks
	Mathematics	Computation	Math Processes
<i>STATISTICS</i>			
• Formulating questions for a survey			
• Collecting, describing and organizing data using tables	P48 1 P49 3 P56 19		
• Interpreting data using a bar graph, a pictograph and a data table	P52 9, 10 P55 18 P56 20 P62 8 P64 17		
• Displaying data using a bar graph, a pictograph and a data table	P50 7		
<i>PROBABILITY</i>			
• Experimentation with activities involving chance			
• Predicting the likelihood of an event (certainty, possibility or impossibility)	P63 12		
• Enumerating the possible outcomes of a simple random experiment			