

CAT-4 Match to the Quebec Curriculum

Level 13 - Grade 3 (Cycle 2.1)

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)				2, 4, 5, 6
Knowledge of the ways books work (pragmatic)	1, 25, 32, 38, 45, 47			
Use of pictures and other graphic representations to interpret texts (pragmatic)				1, 2
Knowledge of common language patterns (syntax)	5, 15, 46	18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30		
Knowledge of the relationships between sounds and written symbols (graphophonics)		1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17		
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	4, 6, 7, 9, 11, 13, 27, 34, 36, 37		1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16	3
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 • Making connections • Discussions with teacher of the strategies s/he uses when meaning-making breaks down 	2, 8, 10, 12, 14, 17, 20, 26		17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33	
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				
Use of different strategies according to her/his purpose for reading				
Making of connections, with guidance, between the structures and features of familiar text types and their meanings	22, 24, 48			2
Use of the following to locate specific information and/or ideas <ul style="list-style-type: none"> • Pictures and other graphic representations in texts • Headings, chapter divisions • Table of contents 	18, 19, 30, 31, 33, 35, 39			1

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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				2, 3, 5, 6
Searching the Internet to locate texts that entertain, promote, and inform				
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				4, 5
Development of opinions on literary or popular texts				
Sharing of new or interesting information gained from a text				
Sharing of responses with others to clarify meaning and enrich interpretation				4
Participation in literature circles to discuss own and others' responses to texts				
Moving beyond the initial response through:				
Responses to texts in a variety of ways that include talking, writing, the Arts, media				1, 2, 3, 4, 5, 6
Early attempts to explain own views of a text				1, 2
Support for own views with references to the text in small and large group discussions				
Discussions of structures and features of text and their impact on the reader				1
Discussion of the structures and features of a text and their influence on the meaning of a text				1
Seeing a text as a construction through:				
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				5
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 • cross-curricular connections between texts, e.g. treatment of a theme in a literary and in a history text 				

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	Reading	Word Analysis	Vocabulary	Response to Text
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				
Location of similar structures and features in other texts of the same type				
Knowledge of familiar text types transferred to own writing by using known structures and features				4
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				
Own questions about the view of the world represented in the text, with guidance from the teacher				
Making of inferences, when prompted, about the view of the world presented by the text				2
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				2, 3
Use of repertoire of strategies to unlock message(s)/meaning(s) in various media texts:				
Own questions in order to predict and confirm				
Drawing on prior experience with familiar media texts to understand how they are constructed				
Rereading/looking again in order to clarify and extend understanding of a text, etc.				
Make meaning of a media text by:				
Brainstorming				
Drawing on prior knowledge	43			4, 6
Sharing responses with peers				
Making connections to own experiences				4, 5, 6
Returning to text	28, 29, 40, 41, 42, 44			2
Considering some of the functions of different, familiar media in relation to her/his understanding of the message(s)/meaning(s) of a text, i.e. entertainment, promotion and information				1
Using structures and features of the medium and text type in order to clarify meaning and explain her/his response, in collaboration with peers				

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	Multiple-Choice Tests			Constructed-Response Tasks
	Reading	Word Analysis	Vocabulary	Response to Text
Real and Imaginary Worlds:				
Exploration, through discussion, of how characters, incidents and/or events in media texts that tell a story relate to her/his personal experiences				
Returning to text to make sense of real and imaginary events	21			1, 2, 3, 4, 5, 6
Exploration and discussion of the distinguishing features of real and imaginary events and characters	2, 23			
Tentative interpretation of the feelings, thoughts and motives of real and imaginary characters in discussions with peers	16			3, 5
Exploration of the depiction of heroes and heroines, both imaginary and real, in the media				

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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-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	32, 33, 34, 35, 36		1, 2, 3, 4, 5, 6
Specific structures and features of familiar texts incorporated into own writing			3, 4, 5
Using the linguistic structures and features of texts in own writing:			
Experimentation with the register of a text in a relevant context or situation for a specific purpose and for a familiar audience of peers, family and friends			3, 4, 5
Reflection about strengths and learning goals through writing selections already accumulated in a portfolio			
Syntactic structures that carry meaning: the structure of a question, a request, an apology			3, 4, 5
Writing on a daily basis:			
Own topics and text types chosen to meet a specific purpose, audience and context, e.g. what will I write? Who is it for? Should I use words and pictures?			
Writing for specific purposes and in different contexts which include:			
Getting things done			2, 3
Personal needs			4
For pleasure			5
Clarifying thoughts			1
Solving problems			2
Expressing ideas and feelings			1, 4, 5
Recording experiences			2, 3, 5
Developing and exploring new ideas and information			5
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			
Using graphic organizers			
Telling and retelling stories			5
Drawing on prior knowledge			1, 2, 3, 5

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Writing Quebec Curriculum, 2001 Specific Outcomes	<i>Canadian Achievement Tests, Fourth Edition (CAT-4)</i>		
	Multiple-Choice Tests		Constructed-Response Tasks
	Writing Conventions	Spelling	Writing
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			
Seeking response to writing from peers and teacher			
Selection of some pieces of writing to develop more fully, in collaboration with teacher			
One or two strategies for crafting and revising own writing, on a trial-and-error basis: <ul style="list-style-type: none"> Seeking feedback, rereading favourite texts to make discoveries about what the author did 			
Initial editing skills, with guidance from teacher and in collaboration with peers: understanding of how to find and correct a specified error; mini-lessons on areas in need of review; developing an editing checklist			
Self-edits with focus on a limited number (1 or 2) of writing conventions at own developmental level: <ul style="list-style-type: none"> Checks for end punctuation in pairs by reading aloud Proofreads for known words, checks spelling of words that do not look right, checks for basic punctuation and capitalization 	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12		1, 2, 3, 4, 5
Feedback from peers and teacher requested and received for final editing of text			
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			
Some features of familiar narrative and information-based texts transferred into own writing, e.g. maps and graphs to present information, some conventions of narrative texts: character, dialogue and events			
Development of control, through trial and error, of familiar structures and features of texts in own writing			
Development of understanding of writing conventions which include grammar (sentence structure and syntax), usage (agreement and word choice) and mechanics (spelling, capitalization and punctuation):			
Development of spelling conscience: rules, generalizations and patterns of written language, i.e. spelling, applied at appropriate developmental level			

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Writing Quebec Curriculum, 2001 Specific Outcomes	<i>Canadian Achievement Tests, Fourth Edition (CAT-4)</i>		
	Multiple-Choice Tests		Constructed-Response Tasks
	Writing Conventions	Spelling	Writing
Growing repertoire of developmentally appropriate spelling strategies: <ul style="list-style-type: none"> • Approximations, phonetic representation, visual patterns and common letter sequences, common structural patterns • Class and personal word lists, generalizations drawn from focusing on groups of words 		1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20	1, 2, 3, 4, 5
Integration of some basic writing conventions in own writing on a trial-and-error basis			
Use of some basic writing conventions. See self-editing in writing activities	13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24		1, 2, 3, 4, 5
Concept of writer's craft:			
Guided discussion and questioning of texts read, listened to and produced in order to discover how the text works, e.g. How did the author craft her/his writing? How did she begin? Why did he end that way? How did she create suspense?			
Writing daily for personally significant purposes:			
See Writing Process—purpose and context for writing, above			
Use of writing in order to make thinking visible and reflect on learning, e.g. through subject learning logs, in journals			
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, e.g. linking words and phrases, relating ideas; ranking ideas in order of importance	25, 26, 27, 28, 29, 30, 31		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
ARITHMETIC: UNDERSTANDING AND WRITING NUMBERS			
<ul style="list-style-type: none"> • Natural numbers <ul style="list-style-type: none"> – natural numbers less than 100 000 (thousands, ten thousands): reading, writing, representation, comparison, classification, order, equivalent expressions, writing numbers in expanded form, patterns, properties (squares, prime and compound numbers), number line 	1, 4, 8, 9, 11, 20, 37	29	
– approximation	44		
<ul style="list-style-type: none"> • Fractions <ul style="list-style-type: none"> – fractions based on a whole or a collection of objects: reading, writing, numerator, denominator, various representations (using objects or pictures), equivalent parts, comparison with 0, $\frac{1}{2}$ and 1 	25, 48		
<ul style="list-style-type: none"> • Decimals <ul style="list-style-type: none"> – up to two decimal places (tenths, hundredths): reading, writing, various representations, order, equivalent expressions, writing numbers in expanded form 	3, 5		
– approximation			
ARITHMETIC: MEANING OF OPERATIONS INVOLVING NUMBERS			
<ul style="list-style-type: none"> • Natural numbers <ul style="list-style-type: none"> – operation sense: multiplication (e.g. repeated addition, Cartesian product), product, factor, multiples of a natural number, division (repeated subtraction, sharing, number of times x goes into y), quotient, remainder, dividend, divisor, set of divisors of a natural number, properties of divisibility 			
– choice of operation: multiplication, division	28, 29, 40	31, 34, 35	
– meaning of an equality relation (equation), meaning of an equivalence relation	33		
– relationships between the operations	40		
– property of operations: commutative law			
<ul style="list-style-type: none"> • Decimals <ul style="list-style-type: none"> – operation sense: addition and subtraction 			
ARITHMETIC: OPERATIONS INVOLVING NUMBERS			
<ul style="list-style-type: none"> • Natural numbers <ul style="list-style-type: none"> – approximating the result of an operation: addition, subtraction, multiplication, division 		30	
– own processes for mental computation: addition, subtraction, multiplication, division	29, 33		
– operations to be memorized: - multiplications ($0 \cdot 0$ to $10 \cdot 10$) related to the corresponding divisions		25, 26, 27, 28	
– own processes for written computation: multiplying a three-digit number by a one-digit number			

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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
– own processes for written computation: dividing a three-digit number by a one-digit number			
– conventional processes for written computation: adding two four-digit numbers	34	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12	
– conventional processes for written computation: subtracting a four-digit number from a four-digit number such that the difference is greater than 0		13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 31, 32	
– patterns: series of numbers, family of operations	7, 14, 30, 36, 38, 43, 47		
– finding prime factors			
ARITHMETIC: OPERATIONS INVOLVING NUMBERS			
• Decimals		33, 36	
– approximating the result of an operation			
– mental computation: addition, subtraction			
– written computation: addition, subtraction; the result must not go beyond the second decimal place			
GEOMETRY: GEOMETRIC FIGURES AND SPATIAL SENSE			
• Space			
– locating objects on an axis			
– locating objects in a plane			
– locating objects in a Cartesian plane			
• Solids	31, 39		
– describing prisms and pyramids in terms of faces, vertices and edges			
– nets for prisms and pyramids			
– classification of prisms and pyramids	24		
• Plane figures			
– describing convex and nonconvex polygons			
– describing quadrilaterals, including trapezoids and parallelograms: parallel segments, perpendicular segments, right angles, acute angles, obtuse angles	46		
– classifying quadrilaterals			
– constructing parallel lines and perpendicular lines			
GEOMETRY: GEOMETRIC FIGURES AND SPATIAL SENSE			
• Frieze patterns and tessellations	5, 12, 16, 27		
– observing and producing patterns using geometric figures			
– observing and producing (grids, tracing paper) frieze patterns by means of reflections: reflection, line of reflection	22, 45		
– observing and producing tessellations by means of reflections			

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	Multiple-Choice Tests		Constructed-Response Tasks
	Mathematics	Computation	Math Processes
MEASUREMENT			
<ul style="list-style-type: none"> • Lengths: estimating and measuring – conventional units (m, dm, cm, mm) 	42		
– relationships between units of measure			
– perimeter, calculating the perimeter	32		
<ul style="list-style-type: none"> • Angles: estimating and measuring – comparing angles (right, acute, obtuse) 			
<ul style="list-style-type: none"> • Surface areas: estimating and measuring – unconventional units 			
<ul style="list-style-type: none"> • Volumes: estimating and measuring – unconventional units 			
<ul style="list-style-type: none"> • Time: estimating and measuring – conventional units, duration (day, hour, minute, second, daily cycle, weekly cycle, yearly cycle) 	26, 36		
STATISTICS			
<ul style="list-style-type: none"> • Formulating questions for a survey 			
<ul style="list-style-type: none"> • Collecting, describing and organizing data using tables 	2, 6, 18, 23		
<ul style="list-style-type: none"> • Interpreting data using a broken-line graph 			
<ul style="list-style-type: none"> • Displaying data using a broken-line graph 			
Foundational Data Management	13, 17, 19, 21, 35, 41, 44		
PROBABILITY			
<ul style="list-style-type: none"> • Experimentation with activities involving chance 			
<ul style="list-style-type: none"> • Predicting the likelihood of an event (certainty, possibility or impossibility) 			
<ul style="list-style-type: none"> • Probability that a simple event will occur (more likely, just as likely, less likely) 	10		
<ul style="list-style-type: none"> • Enumerating the possible outcomes of a random experiment using a table, a tree diagram 			
<ul style="list-style-type: none"> • Doing simulations with or without a computer 			