

CAT-4 Match to the Quebec Curriculum

Level 14 – Grade 4 (Cycle 2.2)

Reading Quebec Curriculum Specific Outcomes	Canadian Achievement Tests, Fourth Edition (CAT-4)		
	Multiple-Choice Tests		Constructed-Response Tasks
	Reading	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)			
Knowledge of the ways books work (pragmatic)	7, 14, 15, 41		
Use of pictures and other graphic representations to interpret texts (pragmatic)			
Knowledge of common language patterns (syntax)	24, 27, 28, 32, 33, 36, 42	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 33, 34, 35, 36, 37, 38, 39, 40	
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	3, 5, 6, 11, 13, 21, 25, 26, 31, 37, 38, 39, 44, 45, 46, 47		
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, e.g. to prior knowledge or to other texts • Discussions with teacher of the strategies s/he uses when meaning-making breaks down 			
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	10		
Use of different strategies according to her/his purpose for reading	35		1, 6
Making of connections, with guidance, between the structures and features of familiar text types and their meanings	40	24, 25, 26, 27, 28, 29, 30, 31, 32	3, 4

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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 	2, 9, 18, 20, 22, 23		1, 4
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
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			5
Recount of the story and, with guidance, outline of information in a text			
Development of opinions on literary or popular texts			5, 6
Sharing of new or interesting information gained from a text			3, 4
Sharing of responses with others to clarify meaning and enrich interpretation			4, 6
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			2, 5
Support for own views with references to the text in small and large group discussions			2, 5, 6
Discussions of structures and features of text and their impact on the reader			
Discussion of the structures and features of a text and their influence on the meaning of a text			4
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	43		3, 6

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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 			
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			
Selecting own texts to read, listen to and view in order to:			
Satisfy own curiosity, imagination and purposes			
Develop own interests and passions through reading			
Use own writing as texts			
Expand repertoire of favourite texts to include Young Adult Fiction			
Begin to extend reading repertoire beyond favourites, when encouraged by peers and teacher			
Describing and explaining own tastes and preferences in reading through:			
Conversations with the teacher and peers about how personal selections of favourite books are made			
Comparisons of previous preferences with current favourites			
Recognition of self as a member of a reading audience			
Describing and explaining how and why s/he reads through:			
Identification in teacher/peer discussions of some of the strategies s/he uses when meaning-making breaks down			
Reading of own and others' writing as a reader at a beginner's level			

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	Reading	Vocabulary	Response to Text
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			
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	34, 35		
Make meaning of a media text by:			
• Brainstorming			
• Drawing on prior knowledge	8		
• Sharing responses with peers			
• Making connections to own experiences	12, 16, 30, 48		
• Returning to text	1, 4, 19, 29		
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			
Using structures and features of the medium and text type in order to clarify meaning and explain her/his response, in collaboration with peers			
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			5
Returning to text to make sense of real and imaginary events			3
Exploration and discussion of the distinguishing features of real and imaginary events and characters			3, 6
Tentative interpretation of the feelings, thoughts and motives of real and imaginary characters in discussions with peers	17		2, 5
Exploration of the depiction of heroes and heroines, both imaginary and real, in the media			

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	Reading	Vocabulary	Response to Text
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	18, 19, 20, 21, 22, 23		

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Writing Quebec Curriculum 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	29, 30, 31, 37, 38, 39, 40		1, 2, 3, 4, 5
Specific structures and features of familiar texts incorporated into own writing			
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			4
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			
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			2, 3
Personal needs			4
For pleasure			
Clarifying thoughts			4
Solving problems			
Expressing ideas and feelings			1, 4
Recording experiences			2, 3
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
Drawing, planning, talking			
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, 4

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Writing Quebec Curriculum Specific Outcomes	Canadian Achievement Tests, Fourth Edition (CAT-4)		
	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			1, 2, 3, 4, 5
Rereading of own writing with focus on meaning			
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, e.g. to publish as a book, as part of a display, as a letter to a friend, parent or trusted adult, as a flyer, as a part of a class anthology			
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 			1, 2, 3, 4, 5
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 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, 10, 11, 12, 13, 14		1, 2, 3, 4, 5
<ul style="list-style-type: none"> • Feedback from peers and teacher requested and received for final editing of text 			
<ul style="list-style-type: none"> • 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			

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Writing Quebec Curriculum Specific Outcomes	Canadian Achievement Tests, Fourth Edition (CAT-4)		
	Multiple-Choice Tests		Constructed-Response Tasks
	Writing Conventions	Spelling	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		1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30	1, 2, 3, 4, 5
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 			
Integration of some basic writing conventions in own writing on a trial-and-error basis			1, 2, 3, 4, 5
Use of some basic writing conventions. See self-editing in writing activities	15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25		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			
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			
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	26, 27, 28, 32, 33, 34, 35, 36		

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Mathematics Quebec Curriculum Specific Outcomes	<i>Canadian Achievement Tests, Fourth Edition (CAT-4)</i>		
	Multiple-Choice Tests		Constructed-Response Tasks
	Mathematics	Computation and Estimation	Math Processes
ARITHMETIC: UNDERSTANDING AND WRITING NUMBERS			
<ul style="list-style-type: none"> • Natural numbers – 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 	19, 51, 58		
– approximation			
<ul style="list-style-type: none"> • Fractions – 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, 1/2 and 1 	29, 48		
<ul style="list-style-type: none"> • Decimals – to two decimal places (tenths, hundredths): reading, writing, various representations, order, equivalent expressions, writing numbers in expanded form 	22, 24, 32		
– approximation			
ARITHMETIC: MEANING OF OPERATIONS INVOLVING NUMBERS			
<ul style="list-style-type: none"> • Natural numbers – 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	1, 36	12, 36	
– meaning of an equality relation (equation), meaning of an equivalence relation	18, 21, 59		
– relationships between the operations			
– property of operations: associative law			
<ul style="list-style-type: none"> • Decimals – operation sense: addition and subtraction 	25		
ARITHMETIC: OPERATIONS INVOLVING NUMBERS			
<ul style="list-style-type: none"> • Natural numbers – approximating the result of an operation: addition, subtraction, multiplication, division 		33, 34, 35	
– own processes for mental computation: addition, subtraction, multiplication, division	18, 21, 56	5	
– operations to be memorized: - - multiplications (0 • 0 to 10 • 10) related to the corresponding divisions			
– own processes for written computation: multiplying a three-digit number by a one-digit number		2, 9, 10, 15, 20, 23, 30	

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	Multiple-Choice Tests		Constructed-Response Tasks
	Mathematics	Computation and Estimation	Math Processes
– own processes for written computation: dividing a three-digit number by a one-digit number		21, 26, 27, 31, 32	
– conventional processes for written computation: adding two four-digit numbers	44, 45	1, 3, 4, 8, 11, 13, 22	
– conventional processes for written computation: subtracting a four-digit number from a four-digit number such that the difference is greater than 0		6, 7, 14, 19, 29	
– patterns: series of numbers, family of operations	6, 10, 16, 50		
– finding prime factors			
• Decimals			
– approximating the result of an operation	37	17	
– mental computation: addition, subtraction			
– written computation: addition, subtraction; the result must not go beyond the second decimal place	49	16, 18, 24, 25, 28	
GEOMETRY: GEOMETRIC FIGURES AND SPATIAL SENSE			
• Space			
– locating objects on an axis			
– locating objects in a plane	17, 52		
– locating objects in a Cartesian plane			
• Solids			
– describing prisms and pyramids in terms of faces, vertices and edges	3, 8, 13		
– nets for prisms and pyramids			
– classification of prisms and pyramids			
• Plane figures			
– describing convex and nonconvex polygons			
– describing quadrilaterals, including trapezoids and parallelograms: parallel segments, perpendicular segments, right angles, acute angles, obtuse angles	60		
– classifying quadrilaterals			
– constructing parallel lines and perpendicular lines			
GEOMETRY: GEOMETRIC FIGURES AND SPATIAL SENSE			
• Frieze patterns and tessellations			
– observing and producing patterns using geometric figures	2, 11, 20, 26, 28, 39, 53		
– observing and producing (grids, tracing paper) frieze patterns by means of reflections: reflection, line of reflection	4, 7, 9, 15		
– observing and producing tessellations by means of reflections			
Foundational Spatial Sense Skills	28		

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	Multiple-Choice Tests		Constructed-Response Tasks
	Mathematics	Computation and Estimation	Math Processes
MEASUREMENT			
<ul style="list-style-type: none"> • Lengths: estimating and measuring – conventional units (m, dm, cm, mm) 	23, 31		
– relationships between units of measure	40		
– perimeter, calculating the perimeter	33, 38, 41		
<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 	5, 12		
<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) 	43		
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 	44, 45, 46, 47		
<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 			
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) 	57		
<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 			
Foundational Data Management Skills	14, 27, 34, 35, 42, 54, 55		