

CAT-4 Match to the Saskatchewan Curriculum

Level 13 to Grade 3

Reading Saskatchewan Curriculum, 2010 Specific Outcomes	Canadian Achievement Tests, Fourth Edition (CAT-4)			
	Multiple-Choice Tests			Constructed-Response Tasks
	Reading	Word Analysis	Vocabulary	Response to Text
Comprehend and Respond (CR) - Students will develop their abilities to view, listen to, read, comprehend, and respond to a variety of contemporary and traditional grade-level-appropriate texts in a variety of forms (oral, print, and other media) from First Nations, Métis, and other cultures for a variety of purposes including for learning, interest, and enjoyment.				
<i>CR3.1 Comprehend and respond to a variety of grade-level texts (including contemporary and traditional visual, oral, written, and multimedia) that address:</i>				
<ul style="list-style-type: none"> • <i>identity (e.g., Spreading My Wings)</i> • <i>community (e.g., Hand in Hand)</i> • <i>social responsibility (e.g., All Together) and make comparison with personal experiences.</i> 				
a. View, listen to, read, and respond to a variety of texts that reflect the issues related to identity, community, and social responsibility and connect to personal experiences, other texts, and other areas of study.				2, 6
b. Describe similarities between experiences and traditions encountered in daily life and those portrayed in various texts including First Nations and Métis texts.				2, 6
c. Compare portrayals of individuals or situations in various texts to personal experiences.				2, 6
d. Recognize the range of cultures, human behaviours, experiences, emotions, and ideas conveyed through literary texts including First Nations and Métis texts.				
<i>CR3.2 View and respond to grade-appropriate visual and multimedia texts (including videos, cartoons, illustrations, diagrams, charts, maps, and posters) explaining reactions and connections as well as visual features that convey humour, emotion, and mood.</i>				
a. Determine main ideas in visual and multimedia texts including safe websites designed for children (including First Nations and Métis resources).	18, 19			1
b. Select and use appropriate strategies (before, during, and after) to construct and confirm meaning when viewing.	17, 20, 21, 28			
c. Understand and apply the suitable pragmatic, textual, syntactical, semantic/lexical/morphological, graphophonic, and other cues and conventions to construct and confirm meaning when viewing.	16, 22, 24, 48			1
d. Record facts and ideas from grade-appropriate visual and multimedia texts including DVD, television program, magazine, and reference resources.	29, 30			
e. Identify design, layout, and other features (e.g., colour, bold typeface, and sound effects) that help to understand grade-appropriate visual and multimedia texts (including First Nations and Métis resources).	25, 45, 47			1
f. Describe perspectives or messages promoted by particular visual depictions in a film/video/DVD or magazine article.				1
g. View and identify purpose for visual features used.	23, 32, 39			
h. Compare a variety of visual representations of the same story or tale (including contemporary and traditional First Nations and Métis stories and art) and compare ideas and points of view expressed in various media.				

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i. Identify and discuss the key visual features such as colour, line, and size of an illustrator's style and how they relate to print text and add to or supplement words.				
j. Express preferences for particular texts.				
<i>CR3.3 Listen to and understand information, identify main ideas and supporting details, compare different ideas and points of view, and explain connections made between texts heard.</i>				
a. Listen to a short presentation and make some notes.				
b. Select and use appropriate strategies (before, during, and after) to construct and confirm meaning when listening.				
c. Understand and apply the suitable pragmatic, textual, syntactical, semantic/lexical/morphological, graphophonic, and other cues and conventions to construct and confirm meaning when listening.		1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17		
d. Follow multi-step directions independently.				
e. Distinguish between speaker's opinions and verifiable fact.				
f. Identify and explain what peers said about a particular text or subject.				
g. Retell, paraphrase, and explain what a speaker said (including Elders, Knowledge Keepers, and community members).				
h. Identify simple poetic effects in oral language (e.g., rhymes, repeated sounds, instances of onomatopoeia and alliteration).				
i. Listen attentively and courteously to each other in discussions and to guest speakers; show respect for the ideas, language, and communication styles of others; and give sensitive and thoughtful responses.				
<i>CR3.4 Read fluently and demonstrate comprehension of grade-appropriate fiction, script, poetry, and non-fiction from various cultures (including First Nations and Métis) and countries (including Canada) and explain reactions and connections to texts read.</i>				
a. Read orally and silently (e.g., 10 to 15 minutes) for enjoyment and information and move comfortably from oral to silent reading.				
b. Select and use appropriate strategies (before, during, and after) to construct and confirm meaning when reading.	2, 3, 7, 8, 30, 33, 34, 37, 42, 43, 44			3, 4, 5, 6
c. Understand and apply the suitable pragmatic, textual, syntactical, semantic/lexical/morphological, graphophonic, and other cues and conventions to construct and confirm meaning when reading.	1, 5, 6, 9, 11, 14, 15, 38, 46	18, 19, 20, 21, 22, 23, 26, 25, 26, 27, 28, 29, 30	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, 31, 32, 33	

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d. Ask questions and support answers by connecting prior knowledge with literal information found in, and inferred from, texts including First Nations and Métis resources.	4			
e. Identify the main idea and supporting details in informational text and extract appropriate and significant information.	26, 27, 41			3
f. Follow simple written multi-step instructions (e.g., how to assemble a product or play a board game) and functional and instructional messages in the environment (e.g., instructions, menus, invitations, announcements).	40			4
g. Comprehend the basic plots of traditional tales (including First Nations and Métis narratives), fairy tales, and fables from around the world, identify the common elements (e.g., characters, setting, problem/solution), and note and talk about author's content and craft.	10, 12, 13, 35			5
h. Interpret poetry and infer main ideas, lessons, or morals in a variety of prose selections including First Nations and Métis texts.				5
i. Monitor for meaning and reread when meaning is not clear; read and reread just-right texts to increase fluency (80-110 wcpm orally; 120-170 silently) and comprehension.				

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	Multiple-Choice Tests		Constructed-Response Tasks
	Writing Conventions	Spelling	Writing
Compose and Create (CC). Students will develop their abilities to speak, write, and use other forms of representation to explore and present thoughts, feelings, and experiences in a variety of forms for a variety of purposes and audiences.			
CC3.1 <i>Compose and create a range of visual, multimedia, oral, and written texts that explore:</i>			
<ul style="list-style-type: none"> • <i>identity (e.g., Spreading My Wings)</i> • <i>community (e.g., Helping Others)</i> • <i>social responsibility (e.g., Communities Around the World) and make connections across areas of study.</i> 			
a. Use words, symbols, and other forms, including appropriate technology, to express understanding of topics, themes, and issues and make connections to learning in other areas of study.			
b. Communicate thoughts, feelings, and ideas clearly and, when appropriate, artistically.			2
c. Create spoken, written, and other representations that include: <ul style="list-style-type: none"> • a main idea(s) with supporting details, explanations, and examples • a beginning that introduces the topic, a middle that is sequenced and connected to the topic, and an ending • appropriate use of language and conventions including conventional print. 			1
d. Communicate ideas, findings, and information pertaining to topics, problems, questions, or issues by creating easy-to-follow visual, oral, and written formats with a clear purpose (e.g., short report, explanation of a procedure).			3
e. Create a variety of narratives and poems.			
f. Use inquiry to explore a question, topic, problem, or issue that students, individually or as a group, want to know more about or want to resolve/solve: <ul style="list-style-type: none"> • Record and share personal knowledge and understanding of a topic • Answer inquiry questions using a variety of sources such as children’s magazines, folktales, the environment, and online resources • Review information and ideas to determine their usefulness to inquiry or research needs • Determine main ideas that will inform inquiry questions • Organize and explain understandings, ideas, and information using a variety of strategies such as clustering, categorizing, and sequencing • Record understanding, ideas, and facts using a variety of strategies such as webbing and charting, and list the sources • Determine whether ideas and information collected is sufficient or adequate for established purpose • Share and report what was learned in an easy-to-follow visual, oral, and written format • Assess inquiry or research experiences and skills • Use the language of inquiry (e.g., “We learned”). 			1, 2

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	Multiple-Choice Tests		Constructed-Response Tasks
	Writing Conventions	Spelling	Writing
<i>CC3.2 Communicate ideas and information pertaining to topics, problems, questions, or issues by creating easy-to-follow representations with a clear purpose.</i>			
a. Demonstrate understanding of the topic, problem, question, or issue in a variety of ways (e.g., dance pieces, visual representations, drama in context, diagram, demonstration, chart).			
b. Select and use appropriate strategies (before, during, and after) to communicate meaning when using other forms of representing.			
c. Understand and apply the suitable pragmatic, textual, syntactical, semantic/lexical/morphological, graphophonic, and other cues and conventions to construct and communicate meaning when using other forms of representing.			
d. Depict main ideas in a new form (e.g., designing a safety poster or three-dimensional safety object in response to a multimedia presentation or story).			
e. Use visual aids to enhance spoken and written products (e.g., props, charts, sound, illustrations, or movement to accompany a story) and to clarify and enhance oral presentations.			
f. Experiment with a variety of resources (e.g., human, print, multimedia) to communicate a clear and complete message appropriate to purpose.			
<i>CC3.3 Speak to present ideas and information appropriately in informal (e.g., interacting appropriately with others to share ideas and opinions, complete tasks, and discuss concerns or problems) and some formal situations (e.g., giving oral explanations, delivering short, simple reports, demonstrating and describing basic procedures) for different audiences and purposes.</i>			
a. Use oral language to clarify and extend personal understanding, interact courteously with others (e.g., share ideas and opinions, complete tasks, discuss concerns or problems), and sustain conversations by extending others' contributions.			
b. Select and use appropriate strategies (before, during, and after) to communicate meaning when speaking.			
c. Understand and apply the suitable pragmatic, textual, syntactical, semantic/lexical/morphological, graphophonic, and other cues and conventions to construct and communicate meaning when speaking.			
d. Organize and present ideas chronologically or around major points of information.			
e. Provide a beginning, a middle, and an end and include concrete details that develop a central idea and link words to organize and present their ideas.			
f. Deliver brief recitations and oral presentations (including reporting to class) about familiar experiences or interests, organized and focused on a central idea.			

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	Multiple-Choice Tests		Constructed-Response Tasks
	Writing Conventions	Spelling	Writing
g. Make narrative presentations, providing a context for an incident and insight into why the selected incident is memorable, and include well-chosen details to develop character, setting, and plot.			
h. Retell a narrative including an oral story from a First Nations and Métis perspective.			
i. Read prose, scripts, and poetry including First Nations and Métis texts aloud with fluency, expression, and appropriate pace, using intonation and vocal patterns to emphasize important ideas and passages of the text being read.			
j. Plan and present, with clear diction, pitch, tempo, and tone, dramatic interpretations of experiences, stories, poems, or plays.			
<i>CC3.4 Write to communicate ideas, information, and experiences pertaining to a topic by creating easy-to-follow writing (including a short report, a procedure, a letter, a story, a short script, and a poem) with a clear purpose, correct paragraph structure, and interesting detail.</i>			
a. Work through the stages of a writing process (e.g., pre-writing, drafting, revising selected draft material, sharing) and begin to write for extended periods of time.			1, 2, 3, 4, 5
b. Select and use appropriate strategies (before, during, and after) to communicate meaning when writing.	18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36		
c. Understand and apply the suitable pragmatic, textual, syntactical, semantic/lexical/morphological, graphophonic, and other cues and conventions to construct and communicate meaning when writing.	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17	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
d. Write compositions (e.g., three-paragraph reports) that describe and explain familiar objects, events, and experiences.			1, 3
e. Write narratives that provide a context within which an action takes place and includes characters and their traits, setting, and problem and solution in students' stories.			5
f. Create characters and events from outside students' personal environment.			5
g. Write descriptions that use concrete sensory details.			5
h. Begin to use excitement, humour, suspense, and other creative devices.			
i. Write personal letters, thank-you notes, invitations, and logs.			4
j. Extend, rework, and polish pieces of writing for an audience in and beyond the classroom.			

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Mathematics Saskatchewan Curriculum, 2009 Specific Expectations	Canadian Achievement Tests, Fourth Edition (CAT-4)		
	Multiple-Choice Tests		Constructed-Response Tasks
	Mathematics	Computation and Estimation	Math Processes
<i>Number</i>			
N 3.1 Demonstrate understanding of whole numbers to 1000 (concretely, pictorially, physically, orally, in writing, and symbolically) including: <ul style="list-style-type: none"> • Representing (including place value) • Estimating with referents • Comparing two numbers • Ordering three or more numbers [C, R, V]	1, 3, 6, 11, 15, 37	29	
N3.2 Demonstrate understanding of addition of whole numbers with answers to 1000 and their corresponding subtractions (limited to 1, 2, and 3-digit numerals) including <ul style="list-style-type: none"> • Representing strategies for adding and subtracting concretely, pictorially, and symbolically • Solving situational questions involving addition and subtraction • Estimating using personal strategies for addition and subtraction [CN, ME, PS, R, V]	34, 37	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 30, 31, 32, 33, 36	
N3.3 Demonstrate understanding of multiplication to 5 x 5 and the corresponding division statements including: <ul style="list-style-type: none"> • Representing and explaining using repeated addition and subtraction, equal grouping, and arrays • Creating and solving situational questions • Modelling processes using concrete, physical, and visual representations, and recording the process symbolically • Relating multiplication and division [C, CN, PS, R]		35	
N3.4 Demonstrate understanding of fractions concretely, pictorially, physically, and orally including: <ul style="list-style-type: none"> • Representing • Observing and describing situations • Comparing • Relating to quantity [C, CN, R]	10, 19, 25, 48		
Foundational Number Sense skills	4, 8, 9, 20		
<i>Patterns and Relations</i>			
P3.1 Demonstrate an understanding of increasing patterns including: <ul style="list-style-type: none"> • Observing and describing • Extending • Comparing • Creating patterns using manipulatives, pictures, sounds, and actions [C, CN, PS, R, V]	7, 14, 16, 30, 36, 38, 43, 47		
P3.2 Demonstrate an understanding equality by solving one-step addition and subtraction equations involving symbols representing an unknown quantity [C, CN, ME, R]	33		
Foundational Patterns and Relations skills	5, 12, 27		

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	Mathematics	Computation and Estimation	Math Processes
<i>Shape and Space</i>			
SS3.1 Demonstrate understanding of the passage of time including: <ul style="list-style-type: none"> • Relating common activities to standard and non-standard units • Describing relationships between units • Solving situational questions. [C, CN, PS, R]	26		
SS3.2 Demonstrate understanding measuring mass in g and kg by: <ul style="list-style-type: none"> • Selecting and justifying referents for g and kg • Modelling and describing the relationship between g and kg • Estimating mass using referents • Measuring and recording mass. [C, CN, ME, R]			
SS3.3 Demonstrate understanding of linear measurement (cm and m) by: <ul style="list-style-type: none"> • Selecting and justifying referents • Generalizing the relationship between cm and m • Estimating length and perimeter using referents • Measuring and recording length, width, height, and perimeter. [C, CN, ME, PS, R, V]	42		
SS3.4 Demonstrate understanding of 3-D objects by analyzing characteristics including faces, edges, and vertices. [C, V]	22, 31, 39		
SS3.5 Demonstrate understanding of 2-D shapes (regular and irregular) including triangles, quadrilaterals, pentagons, hexagons, and octagons including: <ul style="list-style-type: none"> • Comparing • Describing • Sorting. [C, CN, R]	45, 46		
Foundational Spatial Sense skills	32		
<i>Statistics and Probability</i>			
SP3.1 Demonstrate understanding of first-hand data using tally marks, charts, lists, bar graphs, and line plots (abstract pictographs), through: <ul style="list-style-type: none"> • collecting, organizing, and representing • solving situational questions [C, CN, PS, R, V]	2, 13, 17, 18, 23, 35, 44		