

# CAT-4 Match to the Saskatchewan Curriculum

Level 14 to Grade 4

Reading Saskatchewan Curriculum, 2010 Specific Outcomes	Canadian Achievement Tests, Fourth Edition (CAT-4)		
	Multiple-Choice Tests		Constructed-Response Tasks
	Reading	Vocabulary	Response to Text
<i>CR4.1 Comprehend and respond to a variety of grade-level texts (including contemporary and traditional visual, oral, written, and multimedia texts) that address: • identity (e.g., Expressing Myself) • community (e.g., Building Community) • social responsibility (e.g., Preserving a Habitat) and support response with evidence from text and from own experiences.</i>			
View, listen to, read, and respond to a variety of texts that reflect diverse personal identities, worldviews, and backgrounds (e.g., culture, age, gender, language) including First Nations and Métis texts.	12, 17, 35, 38		2, 5, 6
View, listen to, and read a variety of texts related to theme or topic of study and show comprehension by: <ul style="list-style-type: none"> <li>retelling and explaining the ideas and information presented in texts</li> <li>recognizing and understanding the text structures (e.g., narrative, informational, poetry) and features (e.g., description, figurative language, graphics)</li> <li>responding to and interpreting the texts, and explaining and supporting response with evidence from the texts.</li> </ul>	2, 7, 10, 13, 29	18-23	5, 6
Connect the insights of an individual or individuals in texts to personal experiences.	14, 39		2
Identify similarities and differences between personal experiences and the experiences of people from various cultures portrayed in a variety of texts including First Nations and Métis texts.			
Identify cultural representations in oral, print, and other media texts from various communities including First Nations and Métis communities.	34		
<i>CR4.2 View and respond to visual and multimedia texts (including graphs, charts, diagrams, maps, multimedia DVD, websites, television programs, advertisements, posters), explaining the creator's technique and the impact on viewers.</i>			
Discuss visual experiences (e.g., what was seen and the effectiveness).			3, 4
Select and use pertinent before, during, and after strategies to construct meaning when viewing.	19, 41, 46		3, 4
Understand and apply cues and conventions including pragmatic, textual, syntactical	24, 42, 43, 44		3, 4
semantic/lexical/morphological, graphophonic, and others to construct and confirm meaning when viewing.			
Evaluate the role of visuals in focusing attention on particular aspects or events, and influencing opinions on issues.	25, 45		3, 4
Identify the intent and appeal of particular TV and print advertisements and other visuals including First Nations and Métis art and other texts.	26		3, 4
Identify, with support, the values and aspects of various cultures underlying visual messages including First Nations and Métis art and other texts.			
Understand how a range of visual features (e.g., graphs, images, illustrations, charts, maps, diagrams) can enhance and clarify spoken, written, or silent messages.	20, 22, 23		3, 4

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	Reading	Vocabulary	Response to Text
View a multimedia presentation and identify how the language, visual, and multimedia features (e.g., sound, colour, movement) are used to persuade.	47, 48		
<i>CR4.4 Read for various purposes and demonstrate comprehension of grade-appropriate fiction (including stories and novels), scripts, poetry, and non-fiction (including magazines, reports, instructions, and procedures) from various cultures including First Nations and Métis and countries (including Canada).</i>			
Recognize and explain the author's ideas, explicit and implicit message, and techniques (e.g., use of figurative language).	11, 15, 16, 30, 31, 37		1, 2, 4, 5, 6
Select and use pertinent before, during, and after strategies to construct meaning when reading.	40		1, 2, 4, 6
Understand and apply cues and conventions including pragmatic, textual, syntactical, semantic/lexical/morphological, graphophonic, and others to construct and confirm meaning when reading.	9, 27, 28, 32, 33, 36	1-17 33-40	1, 2, 4, 5, 6
Read and summarize narrative texts including First Nations and Métis narratives and identify characters' traits, characters' changes over time, and the theme.			2, 5, 6
Read for information in content area resources and reference materials and recognize the variety of expository text structures including compare-contrast, problem-solution, cause and effect, time sequence, and description.		24-32	1, 2
Compare information on the same topic after reading several passages or articles.			5
Follow multi-step written instructions and procedures in basic technical or how-to manuals (e.g., how to play a video game).	21		4
Read and use grade four reference texts (e.g., dictionary, encyclopedia, how-to, explanations, biography) for inquiry and to identify main ideas, details, opinions, and reasons.	1, 3, 4, 5, 6, 8		1, 2, 4, 5
Support opinions and conclusions about what is read.	18		1, 2, 4, 5, 6
Read grade-appropriate texts silently (e.g., 20 minutes; 135-185 wcpm) and orally (with fluency, accuracy, pacing, intonation, and expression; 100-140 wcpm), adjusting reading rates to the complexity of the materials and the purpose for reading.			

# CAT-4 Match to the Saskatchewan Curriculum

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Writing Saskatchewan Curriculum, 2010 Specific Outcomes	Canadian Achievement Tests, Fourth Edition (CAT-4)		
	Multiple-Choice Tests		Constructed-Response Tasks
	Writing Conventions	Spelling	Writing
<b>CC4.1 Compose and create a range of visual, multimedia, oral, and written texts that explore:</b> • identity (e.g., Expressing Myself) • community (e.g., Celebrating and Honouring Others) • social responsibility (e.g., Within My Circle) through personal experiences and inquiry.			
Create spoken, written, and other representations that include: <ul style="list-style-type: none"> <li>• a specific message</li> <li>• a coherent organization of ideas</li> <li>• ideas and information which are clear and complete</li> <li>• appropriate use of language and conventions.</li> </ul>			1, 2, 4
Compose and communicate findings and conclusions about problems, questions, or issues in a clear visual, oral, and written format.			2, 4
Use inquiry to explore authentic problems, questions, and issues associated with identity, community, and social responsibility including: <ul style="list-style-type: none"> <li>• asking general and specific inquiry questions on topics using predetermined categories</li> <li>• recording, selecting, and sharing relevant personal knowledge and understanding of a topic or questions and considering purpose for individual and group inquiry or research</li> <li>• selecting and using a plan for gathering ideas and information</li> <li>• assessing the usefulness, authenticity, and reliability of information for inquiry or research needs using pre-established criteria</li> <li>• using a variety of tools (including indices, maps, atlases, charts, electronic sources) and resources to access ideas and information</li> <li>• organizing ideas and information in logical sequences</li> <li>• making notes and citing authors and titles of sources alphabetically</li> <li>• examining collected information to identify categories or aspects of a topic that need more research</li> <li>• sharing findings and conclusions in a clear visual, oral, and written format</li> <li>• using the language of inquiry (e.g., “I want to know if ...”, “I wonder about ...”).</li> </ul>			
<b>CC4.4 Use a writing process to produce descriptive, narrative, and expository compositions that focus on a central idea, have a logical order, explain point of view, and give reasons or evidence. .</b>			
Work through the stages of a writing process (e.g., pre-writing, drafting, revising successive versions).			1, 2, 3, 4, 5
Select and use pertinent before, during, and after strategies to construct meaning when writing.			1, 2, 3, 4, 5

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	Multiple-Choice Tests		Constructed-Response Tasks
	Writing Conventions	Spelling	Writing
Understand and apply cues and conventions including pragmatic, textual, syntactical, semantic/lexical/morphological, graphophonic, and others to communicate meaning when writing.	1-14, 22-25	1-30	1, 2, 3, 4, 5
Write clear, coherent sentences and paragraphs that develop a central idea.	15-19, 20, 21, 26, 27, 28, 32, 33, 34, 35, 36		1, 2, 3, 4, 5
Create compositions with an introductory paragraph that establishes a central idea in key sentence(s), supporting paragraphs with simple facts, details, and explanations, and a concluding paragraph that summarizes the points.			1, 2, 3, 4, 5
Write descriptions and narratives (3-5 paragraphs) that relate observations and recollections of an event or experience and use sensory details.			1, 2, 3, 4, 5
Write information reports (3-5 paragraphs) that focus on a central question about an issue or situation, include facts and details, and draw from more than one source of information (e.g., speakers, books, newspapers, other sources).			
Write procedures with clear directions and explanations.			2, 3
Write summaries that contain the main ideas of the text or presentation and the most significant details.	29, 30, 31, 37, 38, 39, 40		1
Communicate and demonstrate understanding by creating original texts (e.g., poem, play, letter, journal entry) and by writing responses to texts, supporting judgements through references to both the text and prior knowledge.			1, 4, 5