

# CAT-4 Match to the Saskatchewan Curriculum

Level 15 to Grade 5

<b>Reading</b> Saskatchewan Curriculum, 2002 Specific Outcomes	<i>Canadian Achievement Tests, Fourth Edition (CAT-4)</i>		
	<b>Multiple-Choice Tests</b>		<b>Constructed-Response Tasks</b>
	Reading	Vocabulary	Response to Text
orally and silently, read a range of contemporary and classical grade-appropriate texts for enjoyment and information			
experience the work of Saskatchewan and other Canadian authors, including Aboriginal authors			
adapt reading process and strategies for different purposes			
review and share responses to favourite texts			
compare the challenges and situations encountered in daily life with those experienced by people in various times, places, and cultures as portrayed in texts			2, 6
answer inquiry or research questions using a variety of information sources			
activate and build upon prior knowledge and experiences			2, 6
set purposes and predict what text may be about			
summarize personal knowledge of a topic to determine additional information needs			
formulate general and specific questions to identify information needs			
vary reading strategy according to purpose(s) and nature of the text			
use prior knowledge and experiences to make sense of new information in a variety of contexts			1, 2
build connections between previous experiences, prior knowledge, and a variety of texts			2, 3
use a variety of comprehension strategies	4, 5, 8, 14, 24, 28, 29, 36, 48	9, 10, 11, 12, 13, 14, 15	5, 6
confirm understanding and self-correct when necessary	1, 2, 9, 18, 25, 26, 39		
apply cueing systems to construct meaning: pragmatic, textual, syntactic, semantic, and graphophonic	7, 10, 17, 20, 27, 33, 37, 38, 40, 41, 44	1, 2, 3, 4, 5, 6, 7, 8, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40	5
use a dictionary to determine word meaning			
understand a variety of forms and genres	6, 15		1
notice how descriptive and figurative language is used in texts	3, 11, 19, 34, 35, 45		5
record information in own words			1, 3, 4, 6
cite authors, titles, and publication dates of sources			

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	Multiple-Choice Tests		Constructed-Response Tasks
	Reading	Vocabulary	Response to Text
determine the usefulness of information using pre-established criteria			
use a variety of tools to access information and ideas	42, 46		
recognize organizational patterns of texts	22, 30		1,4
skim and scan for key words and phrases			
use the meaning of familiar words and word origins to predict the meanings of unfamiliar words	12		
discuss meanings, ideas, and language in texts, relating their understanding to personal experiences, purposes, and other texts			3, 4, 5, 6
discuss and paraphrase main ideas and author's purpose	21, 23, 31, 32, 47		3, 4, 5, 6
support opinions with evidence from text			
identify key elements and techniques and explore their impact			4
acknowledge differing responses to common experiences			
compare information from different sources			
compare different versions of similar stories from various cultures			
compare individuals and situations portrayed in texts to those encountered in life			
compare types of text			1
identify how and why word structures change meaning			
make judgements and draw conclusions	13, 16, 43		

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<b>Writing</b> Saskatchewan Curriculum, 2002 Specific Outcomes	<i>Canadian Achievement Tests, Fourth Edition (CAT-4)</i>		
	Multiple-Choice Tests		Constructed-Response Tasks
	Writing Conventions	Spelling	Writing
write narratives, explanations, instructions, descriptions, stories, short biographies, researched reports, letters, poems, and journal entries with increasing confidence, clarity, and fluency			1, 2, 3, 4, 5
write regularly and confidently to respond to a range of experiences, ideas, observations, and texts			
understand and compose in a variety of forms and genres			1, 3, 4
express and support a point of view with evidence and reasons			1, 2, 3,
recognize and use favourite forms of self-expression			
use personal experiences as a basis for exploring and expressing opinions and understanding			1, 2, 3, 5
seek others' viewpoints to build on personal responses and understanding			
organize ideas and information in ways that clarify and shape understanding			1, 2, 3, 4, 5
formulate general and specific questions to identify information needs			
gather and record information and ideas using a plan			
organize information and ideas in a manner that fits with writing purpose, using a variety of strategies	37, 38, 39, 40		1, 2, 3, 4, 5
record information in own words			1, 2, 3
cite authors and titles alphabetically and provide publication dates of sources			
focus a topic for written texts by integrating ideas from experiences and a variety of other sources			
choose forms appropriate to particular audience(s) and purpose(s)			1, 2, 3, 4
consider audience and purpose			1, 4
write clear and focused single and multiple-paragraph compositions			1, 2, 3, 4, 5
understand and practise paragraphing			1, 2, 3, 4, 5
write with a clear focus			1, 2, 3
provide sufficient details, facts, examples, reasons, and explanations to support main point			1, 2, 3, 4, 5
organize ideas in an appropriate sequence			1, 2, 3, 5
identify sources of information for reports			
participate in developing criteria to respond to, evaluate, and revise compositions			
experiment with words and sentence patterns to create word pictures and clarify ideas	29, 30, 31, 32, 33, 34, 35, 36		5

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<b>Writing</b> Saskatchewan Curriculum, 2002 Specific Outcomes	<i>Canadian Achievement Tests, Fourth Edition (CAT-4)</i>		
	Multiple-Choice Tests		Constructed-Response Tasks
	Writing Conventions	Spelling	Writing
check for complete and clear sentences, interesting and precise words, correct spelling, punctuation, capitalization, and legible writing	23, 24, 25		1, 2, 3, 4, 5
develop and demonstrate an understanding of written language conventions including: indent paragraphs <ul style="list-style-type: none"> <li>• use complete and well-formed sentences with proper capitalization and end punctuation</li> <li>• use common conjunctions and transitional words spell correctly common words and use a strategy to learn to spell new words</li> <li>• extend understanding of punctuation marks to include the use of the colon in time and lists, quotation marks for speakers and titles, and correct use of apostrophes and commas</li> </ul>	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 26, 27, 28	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
write legibly using correct letter formation and consistent size and spacing			
revise for content, organization, and clarity			
check for complete and clear sentences, interesting and precise words, correct spelling, punctuation, capitalization, and legible writing	15, 16, 17, 18, 19, 20, 21, 22		1, 2, 3, 4, 5
edit to eliminate fragments and run-on sentences			
know and apply spelling conventions when proofreading own writing			
use a variety of strategies and spelling patterns when editing and proofreading			
verify the spelling of unfamiliar words using a variety of resources			
check capitalization and punctuation of compound sentences, headings, and titles, when editing and proofreading			1, 2, 3, 4, 5
use appropriate formatting and word processing when composing and revising			
share writing in various ways			

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Mathematics Saskatchewan Curriculum Specific Expectations	Canadian Achievement Tests, Fourth Edition (CAT-4)		
	Multiple-Choice Tests		Constructed-Response Tasks
	Mathematics	Computation and Estimation	Math Processes
<b>Strand: Number</b>			
N5.1 Represent, compare, and describe whole numbers to 1 000 000 within the contexts of place value and the base ten system, and quantity.	1, 5, 12, 14		
N5.2 Analyze models of, develop strategies for, and carry out multiplication of whole numbers.	28, 36	2, 13, 17	
N5.3 Demonstrate, with and without concrete materials, an understanding of division (3-digit by 1-digit) and interpret remainders to solve problems.	60	3, 26, 30, 31, 36	
N5.4 Develop and apply personal strategies for estimation and computation including: *front-end rounding • compensation compatible numbers.	37	6, 32, 34	
N5.5 Demonstrate an understanding of fractions by using concrete and pictorial representations to: *create sets of equivalent fractions *compare fractions with like and unlike denominators.	25, 43		
N5.6 Demonstrate understanding of decimals to thousandths by :describing and representing :relating to fractions •• comparing and ordering.	11, 29, 48, 54, 59	22, 27	
N5.7 Demonstrate an understanding of addition and subtraction of decimals (limited to thousandths). [C, CN, PS, R, V]	19, 58	4, 5, 10, 14, 15, 16, 18, 20, 21, 25, 29	
Foundational Skills: Add/Subtract Whole Numbers		1, 7, 8, 9, 11, 12	
Problem Solving with Whole Numbers	30, 32, 41, 42, 45, 50	23, 28, 35	
<b>Strand: Patterns and Relations</b>			
P5.1 Represent, analyse, and apply patterns using mathematical language and notation. [C, CN, PS, R, V]	13, 15, 18, 24, 31, 35, 40, 55		
P5.2 Write, solve, and verify solutions of single-variable, one-step equations with whole number coefficients and whole number solutions. [C, CN, PS, R]	6, 7, 22		
<b>Strand: Shape and Space</b>			
SS5.1 Design and construct different rectangles given either perimeter or area, or both (whole numbers), and draw conclusions. [C, CN, PS, V]	27, 47, 49, 56		

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	Multiple-Choice Tests		Constructed-Response Tasks
	Mathematics	Computation and Estimation	Math Processes
SS5.2 Demonstrate understanding of measuring length (mm) by: *selecting and justifying referents for the unit mm *modelling and describing the relationship between mm, cm, and m units. [C, CN, ME, PS, R, V]	33, 44		
SS5.3 Demonstrate an understanding of volume by:			
SS5.4 Demonstrate understanding of capacity by:			
Foundational Measurement skills	34, 46		
SS5.5 Describe and provide examples of edges and faces of 3-D objects, and sides of 2-D shapes	3, 4, 10, 17		
SS5.6 Identify and sort quadrilaterals, including: [C, R, V]			
SS5.7 Identify, create, and analyze single transformations of 2-D shapes (with and without the use of technology). [C, CN, R, T, V]	2, 8, 9, 16, 20, 21		
Foundational Spatial Sense skills	23, 53		
<b>Strand: Statistics and Probability</b>			
SP5.1 Differentiate between first-hand and second-hand data. [C, R, T, V]			
SP5.2 Construct and interpret double bar graphs to draw conclusions. [C, PS, R, T, V]	18, 38, 39, 51, 52, 57		
SP5.3 Describe, compare, predict, and test the likelihood of outcomes in probability situations.	25, 26, 43		