

# CAT-4 Match to the Saskatchewan Curriculum

Level 16 to Grade 6

| <b>Reading</b><br>Saskatchewan Curriculum, 2008<br>Specific Outcomes   | Canadian Achievement Tests, Fourth Edition (CAT-4) |            |                            |
|--|--|------------|----------------------------|
|  | Multiple-Choice Tests                              |            | Constructed-Response Tasks |
|  | Reading  | Vocabulary | Response to Text           |
| <b>CR6.1</b> <i>View, listen to, read, comprehend, and respond to a variety of texts that address identity, social responsibility, and efficacy.</i>   |  |            |                            |
| View, listen to, read, and respond to a variety of visual, multimedia (including digital), oral, and print texts that address the grade-level themes and issues related to identity, social responsibility, and efficacy including those that reflect diverse personal identities, worldviews, and backgrounds   |  |            |                            |
| Demonstrate comprehension and response to visual, oral, print, and multimedia (including digital) texts by <b>understanding the ideas</b> in texts by clearly, completely, and accurately summarizing and explaining the explicit and implicit messages and main ideas (including setting, main characters, conflicts, events) in texts; citing details that support the main ideas; making logical inferences; interpreting obvious themes or author's message logically.   |  |            | 3, 5                       |
| <b>understanding how texts are organized and presented for effect (and use the text structures and features)</b> to construct meaning and evaluate craft and technique of different types of text including visual, multimedia, oral, and print fiction and non-fiction and organizational structure within different texts.   |  |            |                            |
| <b>responding to and interpreting texts</b> by responding with clear, complete, and accurate information that includes specific references to the texts; offering reactions and opinions about texts; making, explaining, and justifying reactions and personal connections to texts; making explicit and deliberate connections with previous knowledge and experiences; giving opinions and making judgements supported by reasons, explanations, and evidence; drawing conclusions about ideas on the basis of evidence; making logical interpretations of the author's message; making and supporting inferences about characters' feelings, motivations, and point of view. |  |            | 1, 4, 5, 6                 |
| Recognize key characteristics and elements and techniques of a variety of visual, multimedia (including digital), oral, and print texts.   |  |            |                            |
| Access, view, listen to, read, and respond to a variety of digital texts including electronic texts that have multiple links and sound, video, animation, and/or virtual reality.  |  |            |                            |
| Discuss own and others' understanding of various community and cultural traditions in various times and places as portrayed in a variety of visual, multimedia, oral, and print texts.   |  |            | 2                          |
| Consider potential impact of visual, multimedia, oral, and written texts.  |  |            | 4                          |
| Compare various oral, visual, multimedia, and written text forms and genres.   |  |            |                            |

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|---|--|------------|----------------------------|
|   | Multiple-Choice Tests                              |            | Constructed-Response Tasks |
|   | Reading  | Vocabulary | Response to Text           |
| <b>CR6.2</b> <i>Select and use appropriate strategies to construct meaning before (e.g., considering what they know and need to know about topic), during (e.g., making connections to prior knowledge and experiences), and after (e.g., drawing conclusions) viewing, listening, and reading.</i> |  |            |                            |
| tap, activate, and build prior knowledge  |  |            |                            |
| ask questions   |  |            |                            |
| preview text  |  |            |                            |
| anticipate message and author's/presenter's intent  |  |            |                            |
| predict what text will be about   |  |            |                            |
| set purpose   |  |            |                            |
| connect and construct meaning   |  |            | 1, 4, 5                    |
| note key ideas and what supports them   | 7, 8, 42   |            | 2                          |
| construct mental images   |  |            | 3, 5                       |
| make, confirm, and adjust predictions   | 30   |            |                            |
| make, confirm, and adjust inferences and draw conclusions   | 17, 20, 32   |            | 1, 3, 4, 5                 |
| ask questions   |  |            |                            |
| use cueing systems to construct meaning and self-monitor comprehension  | 16, 35   |            |                            |
| adjust rate and/or strategy   |  |            |                            |
| recall, paraphrase, summarize, and synthesize   | 2, 3, 4, 5, 25, 26, 29, 36, 37                     |            | 2, 6                       |
| reflect and interpret   | 40   |            | 4                          |
| evaluate (respond critically)   | 22, 39   |            |                            |
| evaluate craft and techniques   | 14   |            |                            |
| respond personally (giving support from text)   |  |            | 1, 5                       |
| listen, read, or view again and speak, write, and represent to deepen understanding and pleasure  |  |            |                            |
| <b>CR6.3</b> <i>Use pragmatic, textual, syntactic, semantic/lexical/ morphological, graphophonetic, and other cues to construct and confirm meaning.</i>  |  |            |                            |
| Pragmatic: Explore various ways in which language is used across culture, age groups, and genders to honour and celebrate people and events; recognize and explain function and purpose of texts including informing, persuading, narrating, and describing; recognize use and register of language | 34   |            |                            |
| Textual: Recognize and explain how structures and features of texts can work to shape understanding including form/genre, sequence of ideas, artistic devices, elements, and text features.   | 11,13,18, 27, 28, 46                               |            | 5                          |

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|  | Multiple-Choice Tests                              |   | Constructed-Response Tasks |
|  | Reading  | Vocabulary  | Response to Text           |
| Syntactical: Recognize and comprehend clear sentence structures that contain a verb and its subject; closely related ideas in compound structures that use conjunctions or joining words; complete sentences with appropriate modification; varied sentence beginnings; effective punctuation and capitalization including periods, commas, quotation marks, colons, dashes, and hyphens; and the word order and emphasis on particular words within a sentence. | 12, 21, 33, 38                                     |   |                            |
| Semantic/Lexical/Morphological: Recognize and comprehend words that are appropriate for audience, purpose, and context and capture particular aspect of intended meaning; recognize common prefixes, suffixes, and root words; use reference tools to determine meaning of words; recognize words used figuratively and for imagery.   | 19, 24, 43, 44, 45                                 | 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, 34, 35, 36, 37, 38, 39, 40 |                            |
| Graphophonic: Recognize and comprehend word families and sound-symbol patterns and relationships.  |  |   |                            |
| Other Cues: Recognize and comprehend non-verbal cues and body language, physical movement, gestures, facial expression, sound, and visual and multimedia aids to enhance presentations, and characteristic conventions of a variety of visual, multimedia, and print texts.  |  |   |                            |
| <b>CR6.4 View, respond, and demonstrate comprehension of visual and multimedia grade-appropriate texts including traditional and contemporary texts from First Nations, Métis, and other cultures containing special features</b>  |  |   |                            |
| Display active viewing behaviours including preparing to view; considering what is known and needs to be known about a topic; showing interest in what is said; anticipating and predicting the speaker's message and meaning; identifying ideas expressed as true or false, real or imaginary; seeking additional information from other sources as needed.   |  |   |                            |
| View for a variety of purposes including to understand and gather information, to form an opinion, and to enjoy and appreciate.  |  |   | 3                          |
| View and comprehend a variety of visual and multimedia (including digital) texts with specialized features.  | 1, 6, 15, 41                                       |   |                            |
| Identify basic visual techniques such as choice of colour and point of view and offer reasonable interpretations of visual and multimedia text's purpose.  |  |   |                            |
| Draw conclusions based on evidence in visual text.   | 10, 47, 48   |   |                            |
| Evaluate what was seen including message, elements (including shape, angles, and physical movement), techniques, and overall effect.   | 9  |   |                            |

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|---|--|------------|----------------------------|
|   | Multiple-Choice Tests                              |            | Constructed-Response Tasks |
|   | Reading  | Vocabulary | Response to Text           |
| <b>CR6.6</b> Read and demonstrate comprehension and interpretation of grade-appropriate texts including traditional and contemporary prose fiction, poetry, and plays from First Nations, Métis, and other cultures.  |  |            |                            |
| <b>CR6.7</b> Read independently and demonstrate comprehension of a variety of information texts with some specialized language including grade level instructional materials, non-fiction books, reports and articles from magazines and journals, reference materials, and written instructions. |  |            |                            |
| <b>CR6.8</b> Read grade 6 appropriate texts to increase fluency and expression.   |  |            |                            |
| Display active reading behaviours including preparing to read; considering appropriate rate according to purpose; asking questions; rereading to clarify understanding when necessary.  |  |            |                            |
| Read for a variety of purposes including to gather information, to follow directions, to form an opinion, to understand information, and to enjoy and appreciate ideas and craft.   |  |            |                            |
| Read and comprehend a range of contemporary and traditional texts appropriate to interests and learning needs.  |  |            |                            |
| Read and demonstrate comprehension and interpretation of a range of grade-level-appropriate texts in a variety of genres and from different cultural traditions.  |  |            |                            |
| Recognize the author's use of language (formal, informal, slang) and techniques.  |  |            |                            |
| Determine whether fact or opinion is being presented.   |  |            |                            |
| Identify point of view in narrative.  | 23   |            | 6                          |
| Analyze and evaluate what is read.  |  |            |                            |
| Draw conclusions about author's message, values, and craft.   | 31   |            |                            |
| Read orally and silently Grade 6 appropriate texts to increase fluency and expression.  |  |            |                            |

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| <b>Writing</b><br>Saskatchewan Curriculum, 2008<br>Specific Outcomes  | <i>Canadian Achievement Tests, Fourth Edition (CAT-4)</i> |          |                            |
|---|---|----------|----------------------------|
|   | Multiple-Choice Tests                                     |          | Constructed-Response Tasks |
|   | Writing Conventions                                       | Spelling | Writing                    |
| <b>CC6.1</b> <i>Create various visual, multimedia, oral, and written texts that explore identity, social responsibility, and efficacy.</i>  |   |          |                            |
| Represent ideas, opinions, and facts about identity, social responsibility, and efficacy for specific purposes and audiences.   |   |          |                            |
| Create speeches, written compositions, and other representations that feature the following qualities: <ul style="list-style-type: none"> <li>• <b>Message Content or Ideas (Meaning):</b> Focuses on straightforward ideas and information; provides relevant details, examples, and explanations; generally is accurate and complete; uses own words.</li> <li>• <b>Organization and Coherence (Form):</b> Introduces the topic and purpose; may provide some context; sticks to the topic; provides easy-to-follow sequence with related ideas grouped together (sequence is logical); uses a variety of connecting words; creates a logical ending; includes appropriate, required text features; uses paragraphs that have main ideas and supporting details.</li> <li>• <b>Language Conventions (Style and Language Choices):</b> Uses clear purpose and language; contains some description and variety in diction; contains a variety of sentence lengths and some varied sentence beginnings; demonstrates the use of several different conjunctions; formulates simple, compound, and complex sentences; applies the conventions of oral and written language, including very few spelling errors, correct punctuation (including use of colon, dash, and hyphen); uses syntactically complete and correct sentences (avoiding run-ons and fragments); uses legible cursive handwriting and other clear representations which are visually accurate and legibly and neatly presented.</li> <li>• Create a variety of visual, oral, written, and multimedia (including digital) texts including personal narratives, responses or reactions to reports, articles, instructions, explanations, letters, illustrations, diagrams, leaflets, stories, poems, storyboards, cartoons, skits, or short video scripts.</li> <li>• Create a variety of meaningful personal and impromptu d. communications characterized by some insight, development, and originality.</li> <li>• Use speaking, writing, and other forms of representing to respond to experiences and to texts.</li> </ul> |   |          |                            |
| <b>CC6.2</b> <i>Select and use the appropriate strategies to communicate meaning before, during, and after speaking, writing, and other representing activities.</i>  |   |          |                            |
| consider prompt or find a topic and activate prior knowledge  |   |          | 1, 3, 4, 5                 |
| consider purpose and audience   |   |          | 3, 4                       |
| consider and generate specific ideas and information that might be included   |   |          |                            |
| consider and choose/adapt a possible form   |   |          |                            |
| collect and focus ideas and information   |   |          |                            |

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|  | Multiple-Choice Tests   |          | Constructed-Response Tasks |
|  | Writing Conventions   | Spelling | Writing                    |
| plan and organize ideas for drafting (mapping and authoring)   |   |          |                            |
| consider qualities of effective communication and the language to use.   |   |          |                            |
| create draft(s) and experiment with possible product(s)  |   |          | 1, 2, 3, 4, 5              |
| confer with others   |   |          |                            |
| use language and its conventions to construct message  |   |          | 3                          |
| reflect, clarify, self-monitor, self-correct, and use a variety of “fix-up” strategies   |   |          |                            |
| acknowledge sources  |   |          |                            |
| experiment with communication features and techniques  |   |          |                            |
| revise for content and meaning (adding, deleting, substituting, and rethinking)  |   |          | 1, 2, 3, 4, 5              |
| revise for organization  |   |          | 1, 2, 3, 4, 5              |
| revise for sentence structure and flow   |   |          | 1, 2, 3, 4, 5              |
| revise for word choice, spelling, and usage  |   |          | 1, 2, 3, 4, 5              |
| proofread for mechanics and appearance   |   |          |                            |
| confer with peers, teacher, or others  |   |          |                            |
| polish, practise, and decide how work will be shared and published   |   |          |                            |
| share final product, reflect, consider feedback, and celebrate learning  |   |          |                            |
| <b>CC6.3 Use pragmatic, textual, syntactic, semantic/lexical/morphological, graphophonetic, and other cues to construct and to communicate meaning.</b>  |   |          |                            |
| <b>Pragmatic:</b> Identify and explain function and purpose of texts including informing, persuading, narrating, and describing; use language that demonstrates respect for others; use standard Canadian English that follows accepted rules of usage.  |   |          |                            |
| <b>Textual:</b> Understand and use a range of standard forms for texts including paragraphs and multi-paragraph compositions; use a logical sequence for ideas.  | 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40  |          | 1, 2, 3, 4, 5              |
| <b>Syntactical:</b> Use clear sentence structures that contain a verb and its subject; combine closely related ideas into compound structures using conjunctions or joining words; use complete sentences with appropriate subordination and modification; vary sentence beginnings; ensure agreement of subject, verbs, and pronouns; use correct verb forms; use effective punctuation and capitalization including periods, commas, quotation marks, colons, dash, and hyphens. | 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 |          | 1, 2, 3, 4, 5              |

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|  | Multiple-Choice Tests                              |   | Constructed-Response Tasks |
|  | Writing Conventions                                | Spelling  | Writing                    |
| <b>Semantic/Lexical/Morphological:</b> Use words that are appropriate for audience, purpose, and context; avoid overused and misused words; use reference tools to determine meaning of words; use words figuratively and for imagery; correctly spell common words; use Canadian spelling; use a variety of strategies and resources to learn the correct spelling of words.  |  | 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              |
| <b>Graphophonic:</b> Clearly enunciate and carefully, and correctly pronounce words; utilize spelling rules and strategies to correctly spell appropriate words.   |  |   |                            |
| <b>Other Cues:</b> Use appropriate volume and intonation; use appropriate non-verbal cues and body language; use appropriate gestures, facial expressions, sounds, visuals, and multimedia aids to enhance presentation; use printing and cursive writing appropriate to purpose; write legibly with appropriate speed and control; choose appropriate font size and style when using technology.  |  |   |                            |
| <b>CC6.7</b> Write to describe a place; to narrate an incident from own experience in a multi-paragraph composition and in a friendly letter; to explain and inform in multi-step directions and a short report explaining a problem and providing a solution; and, to persuade to support a viewpoint or stand.   |  |   |                            |
| <b>CC6.8</b> Experiment with a variety of text forms and techniques.   |  |   |                            |
| Write multi-paragraph narrative, expository, persuasive, and descriptive texts.  |  |   |                            |
| Write clear, focused essays that contain a formal introduction, supporting evidence, and a conclusion.   |  |   |                            |
| <b>narratives</b> about an incident as follows: <ul style="list-style-type: none"> <li>establish a plot and setting and present a point of view that is appropriate to the stories</li> <li>include sensory details</li> <li>develop plot and character</li> <li>use a range of narrative devices</li> </ul>   |  |   | 1, 5                       |
| Create <b>expository, informational, and procedural</b> texts, multi-step directions, and a problem/solution presentation as follows: <ul style="list-style-type: none"> <li>pose relevant questions and state purpose</li> <li>explain the situation and develop topic with facts, details, examples, and explanations from multiple sources</li> <li>follow an organizational pattern</li> <li>offer evidence to support conclusions.</li> </ul> |  |   | 4                          |
| Create <b>descriptive</b> texts about a place as follows: <ul style="list-style-type: none"> <li>present a clear picture of the place</li> <li>include sensory details (five senses) in a logical order</li> </ul>   |  |   | 2                          |
| Create persuasive texts on a stand or viewpoint as follows: <ul style="list-style-type: none"> <li>state stand or viewpoint</li> <li>give reasons, facts, and expert opinion to support stand</li> <li>demonstrate sincerity</li> </ul>  |  |   | 3                          |
| Experiment with different points of view (i.e., first person as well as third person).   |  |   |                            |
| Share writing-in-progress in various ways  |  |   |                            |

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|  | Multiple-Choice Tests                              |   | Constructed-Response Tasks |
|  | Mathematics  | Computation                               | Math Processes             |
| <b>Number Strand</b>   |  |   |                            |
| N6.1 Demonstrate understanding of place value including: <ul style="list-style-type: none"> <li>greater than one million</li> <li>less than one thousandth</li> <li>solving situational questions using technology.</li> </ul> [C, CN, R, PS, T] | 15, 19, 31, 44, 48, 53                             | 22  |                            |
| N6.2 Demonstrate understanding of factors and multiples :  |  |   |                            |
| N6.3 Demonstrate understanding of the order of operations on whole numbers (excluding exponents) with and without technology.<br>[CN, ME, PS, T]   |  | 17, 27, 30, 36                            |                            |
| N6.4 Extend understanding of multiplication and division to decimals (1-digit whole number multipliers and 1-digit natural number divisors).<br>[C, CN, ME, PS, R]   | 9, 59  | 3, 20, 23, 24, 25, 29, 31, 32, 34, 35     |                            |
| N6.5 Demonstrate understanding of percent (limited to whole numbers to 100) concretely, pictorially, and symbolically.<br>[C, CN, PS, R, V]  | 27, 50   |   |                            |
| N6.6 Demonstrate understanding of integers,  |  |   |                            |
| N6.7 Extend understanding of fractions to improper fractions and mixed numbers.<br>[CN, ME, R, V]  | 11, 55   |   |                            |
| N6.8 Demonstrate an understanding of ratio, concretely, pictorially, and symbolically.<br>[C, CN, PS, R, V]  | 29, 49   |   |                            |
| N6.9 Research and present how First Nations and Métis people use quantity in their lifestyles.   |  |   |                            |
| Foundational Skills<br>Whole Number  |  | 1, 4, 5, 6, 7, 10, 11, 12, 14, 15, 16, 19 |                            |
| Decimals   |  | 2, 8, 9, 13                               |                            |
| Problem Solving  | 10, 17, 23, 37, 60                                 |   |                            |
| <b>Patterns and Relationships</b>  |  |   |                            |
| P6.1 Extend understanding of patterns and relationships in tables of values and graphs.<br>[C, CN, PS, R]  | 4, 5, 18, 20, 28, 34, 35, 36                       |   |                            |
| P6.2 Extend understanding of preservation of equality concretely, pictorially, physically, and symbolically.<br>[C, CN, R]   |  |   |                            |

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|  | Multiple-Choice Tests                              |             | Constructed-Response Tasks |
|  | Mathematics  | Computation | Math Processes             |
| P6.3 Extend understanding of patterns and relationships by using expressions and equations involving variables.<br>[C, CN, R]  | 6, 7   |             |                            |
| <b>Shape and Space</b>   |  |             |                            |
| SS6.1 Demonstrate understanding of angles including: <ul style="list-style-type: none"> <li>identifying examples</li> <li>classifying angles</li> <li>estimating the measure</li> <li>determining angle measures in degrees</li> <li>drawing angles</li> <li>applying angle relationships in triangles and quadrilaterals.</li> </ul> [C, CN, ME, PS, R, V]  | 25, 42   |             |                            |
| SS6.2 Extend and apply understanding of perimeter of polygons, area of rectangles, and volume of right rectangular prisms (concretely, pictorially, and symbolically) including: <ul style="list-style-type: none"> <li>relating area to volume</li> <li>comparing perimeter and area</li> <li>comparing area and volume</li> <li>generalizing strategies and formulae</li> <li>analyzing the effect of orientation</li> <li>solving situational questions.</li> </ul> | 13, 16, 21, 22, 32, 47, 51                         |             |                            |
| SS6.3 Demonstrate understanding of regular and irregular polygons including: <ul style="list-style-type: none"> <li>classifying types of triangles</li> <li>comparing side lengths</li> <li>comparing angle measures</li> <li>differentiating between regular and irregular polygons</li> <li>analyzing for congruence.</li> </ul> [C, CN, R, V]   | 14, 26, 33, 54                                     |             |                            |
| SS6.4 Demonstrate understanding of the first quadrant of the Cartesian plane and ordered pairs with whole number coordinates.  | 2, 3,  |             |                            |
| SS6.5 Demonstrate understanding of single, and combinations of, transformations of 2-D shapes (with and without the use of technology) including: <ul style="list-style-type: none"> <li>identifying</li> <li>describing</li> <li>performing.</li> </ul> [C, CN, R, T, V]  | 1, 3, 24, 40, 41, 43                               |             |                            |
| Foundational Spatial Sense skills  | 45, 46, 58   |             |                            |
| <b>Statistics and Probability</b>  |  |             |                            |
| SP6.1 Extend understanding of data analysis to include: <ul style="list-style-type: none"> <li>line graphs</li> <li>graphs of discrete data</li> <li>data collection through questionnaires, experiments, data bases, and electronic media</li> <li>interpolation and extrapolation.</li> </ul> [C, CN, PS, R, V, T]   | 8, 38, 52, 57                                      |             |                            |