

CAT-4 Match to the Alberta Curriculum

Level 13 to Grade 3

| Reading Alberta Curriculum, 2000 Specific Outcomes | Canadian Achievement Tests, Fourth Edition (CAT-4) | | | |
|--|--|---------------|------------|----------------------------|
| | Multiple-Choice Tests | | | Constructed-Response Tasks |
| | Reading | Word Analysis | Vocabulary | Response to Text |
| General Outcome 1 — <i>Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences.</i> | | | | |
| 1.1 Discover and Explore | | | | |
| Express ideas and develop understanding <ul style="list-style-type: none"> connect prior knowledge and personal experiences with new ideas and information in oral, print and other media texts explain understanding of new concepts in own words explore ideas and feelings by asking questions, talking to others and referring to oral, print and other media texts | 19 | | | 1, 2, 4 |
| Experiment with language and forms <ul style="list-style-type: none"> choose appropriate forms of oral, print and other media texts for communicating and sharing ideas with others | | | | 3, 4 |
| Express preferences <ul style="list-style-type: none"> choose and share a variety of oral, print and other media texts in areas of particular interest | | | | |
| Set goals <ul style="list-style-type: none"> discuss areas of personal accomplishment as readers, writers and illustrators | | | | |
| 1.2 Clarify and Extend | | | | |
| Consider the ideas of others <ul style="list-style-type: none"> ask for the ideas and observations of others to explore and clarify personal understanding | | | | |
| Combine ideas <ul style="list-style-type: none"> experiment with arranging and recording ideas and information in a variety of ways | | | | 4 |
| Extend understanding <ul style="list-style-type: none"> ask questions to clarify information and ensure understanding | | | | |
| General Outcome 2 — <i>Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.</i> | | | | |
| 2.1 Use Strategies and Cues | | | | |
| Use prior knowledge <ul style="list-style-type: none"> share ideas developed through interests, experiences and discussion that are related to new ideas and information identify the different ways in which oral, print and other media texts, such as stories, textbooks, letters, picture books and junior dictionaries, are organized, and use them to construct and confirm meaning | | | | 1 |

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| Use comprehension strategies <ul style="list-style-type: none"> • use grammatical knowledge to predict words and sentence structures when reading narrative and expository materials • apply a variety of strategies, such as setting a purpose, confirming predictions, making inferences and drawing conclusions • identify the main idea or topic and supporting details in simple narrative and expository passages • extend sight vocabulary to include predictable phrases and words related to language use • read silently with increasing confidence and accuracy • monitor and confirm meaning by rereading when necessary, and by applying knowledge of pragmatic, semantic, syntactic and graphophonic cueing systems | 2, 3, 4, 7, 8, 10, 12, 13, 17, 18, 21, 23, 26, 27, 33, 42, 43, 44 | | 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 29, 30, 31, 32, 33 | 1, 2, 4 |
| Use textual cues <ul style="list-style-type: none"> • use headings, paragraphs, punctuation and quotation marks to assist with constructing and confirming meaning • attend to and use knowledge of capitalization, commas in a series, question marks, exclamation marks and quotation marks to read accurately, fluently and with comprehension during oral and silent reading | 5, 15, 22, 25, 32, 38, 45, 46 | | | 3, 4 |
| Use phonics and structural analysis <ul style="list-style-type: none"> • apply phonic rules and generalizations competently and confidently to read unfamiliar words in context • apply word analysis strategies to segment words into parts or syllables, when reading unfamiliar words in context • associate sounds with an increasing number of vowel combinations, consonant blends and digraphs, and letter clusters to read unfamiliar words in context | | 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, 6 |
| Use references <ul style="list-style-type: none"> • put words in alphabetical order by first and second letter • use dictionaries, junior dictionaries and spell-check functions to confirm the spellings or locate the meanings of unfamiliar words in oral, print and other media texts | | | | |
| 2.2 Respond to Texts | | | | |
| Experience various texts <ul style="list-style-type: none"> • choose a variety of oral, print and other media texts for shared and independent listening, reading and viewing experiences, using texts from a variety of cultural traditions and genres, such as nonfiction, chapter books, illustrated storybooks, drum dances, fables, CDROM programs and plays • tell or write about favourite parts of oral, print and other media texts • identify types of literature, such as humour, poetry, adventure and fairy tales, and describe favourites • connect own experiences with the experiences of individuals portrayed in oral, print and other media texts, using textual references | 1, 24, 48 | | 22, 23, 24, 25, 26, 27, 28 | 2, 3, 6 |

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| | Reading | Word Analysis | Vocabulary | Response to Text |
| Construct meaning from texts <ul style="list-style-type: none"> connect portrayals of characters or situations in oral, print and other media texts to personal and classroom experiences summarize the main idea of individual oral, print and other media texts discuss, represent or write about ideas in oral, print and other media texts, and relate them to own ideas and experiences and to other texts make inferences about a character's actions or feelings express preferences for one character over another | 6, 9, 16, 34, 36, 37 | | | 3, 5, 6 |
| Appreciate the artistry of texts <ul style="list-style-type: none"> express feelings related to words, visuals and sound in oral, print and other media texts identify how authors use comparisons, and explain how they create mental images | 11, 39 | | | 1, 2 |
| 2.3 Understand Forms, Elements and Techniques | | | | |
| Understand forms and genres <ul style="list-style-type: none"> identify distinguishing features of a variety of oral, print and other media texts discuss ways that visual images convey meaning in print and other media texts | 20, 28, 29, 30, 31, 35, 40, 41, 47 | | | |
| Understand techniques and elements <ul style="list-style-type: none"> include events, setting and characters when summarizing or retelling oral, print or other media texts describe the main characters in terms of who they are, their actions in the story and their relations with other characters identify ways that messages are enhanced in oral, print and other media texts by the use of specific techniques | 14 | | | 1, 3, 5, 6 |
| Experiment with language <ul style="list-style-type: none"> recognize examples of repeated humour, sound and poetic effects that contribute to audience enjoyment | | | | |
| 2.4 Create Original Text | | | | |
| Generate ideas <ul style="list-style-type: none"> experiment with ways of generating and organizing ideas prior to creating oral, print and other media texts | | | | 1, 2, 3, 4, 5, 6 |
| Elaborate on the expression of ideas <ul style="list-style-type: none"> use sentence variety to link ideas and create impressions on familiar audiences | | | | 1, 2, 3, 4, 5, 6 |
| Structure texts <ul style="list-style-type: none"> experiment with a variety of story beginnings to choose ones that best introduce particular stories add sufficient detail to oral, print and other media texts to tell about setting and character, and to sustain plot | | | | 3, 5 |

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| | Reading | Word Analysis | Vocabulary | Response to Text |
| General Outcome 3 — <i>Students will listen, speak, read, write, view and represent to manage ideas and information.</i> | | | | |
| 3.1 Plan and Focus | | | | |
| Focus attention <ul style="list-style-type: none"> use self-questioning to identify information needed to supplement personal knowledge on a topic identify facts and opinions, main ideas and details in oral, print and other media texts | | | | 2, 5, 6 |
| Determine information needs <ul style="list-style-type: none"> ask topic-appropriate questions to identify information needs | | | | |
| Plan to gather information <ul style="list-style-type: none"> contribute ideas for developing a class plan to access and gather ideas and information | | | | |
| 3.2 Select and Process | | | | |
| Use a variety of sources <ul style="list-style-type: none"> find information to answer research questions, using a variety of sources, such as children’s magazines, CDROMs, plays, folk tales, songs, stories and the environment | | | | |
| Access information <ul style="list-style-type: none"> use text features, such as titles, pictures, headings, labels, diagrams and dictionary guide words, to access information locate answers to questions and extract appropriate and significant information from oral, print and other media texts use card or electronic catalogues to locate information | | | | 1, 2 |
| Evaluate sources <ul style="list-style-type: none"> review information to determine its usefulness in answering research questions | | | | 1, 2, 5 |
| 3.3 Organize, Record and Evaluate | | | | |
| Organize information <ul style="list-style-type: none"> organize ideas and information, using a variety of strategies, such as clustering, categorizing and sequencing draft ideas and information into short paragraphs, with topic and supporting sentences | | | | 3, 4 |
| Record information <ul style="list-style-type: none"> record facts and ideas using a variety of strategies; list titles and authors of sources list significant ideas and information from oral, print and other media texts | | | | |
| Evaluate information <ul style="list-style-type: none"> determine if gathered information is sufficient to answer research questions | | | | 1, 2 |

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| | Reading | Word Analysis | Vocabulary | Response to Text |
| 3.4 Share and Review | | | | |
| Share ideas and information <ul style="list-style-type: none"> organize and share ideas and information on topics to engage familiar audiences use titles, headings and visuals to add interest and highlight important points of presentation | | | | 3, 4, 5 |
| Review research process <ul style="list-style-type: none"> assess the research process, using pre-established criteria | | | | |

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| | Multiple-Choice Tests | | Constructed-Response Tasks |
| | Writing Conventions | Spelling | Writing |
| General Outcome 3 — <i>Students will listen, speak, read, write, view and represent to manage ideas and information.</i> | | | |
| 3.1 Plan and Focus | | | |
| Focus attention <ul style="list-style-type: none"> use self-questioning to identify information needed to supplement personal knowledge on a topic identify facts and opinions, main ideas and details in oral, print and other media texts | | | 2, 4 |
| Determine information needs <ul style="list-style-type: none"> ask topic-appropriate questions to identify information needs | | | |
| Plan to gather information <ul style="list-style-type: none"> contribute ideas for developing a class plan to access and gather ideas and information | | | |
| 3.2 Select and Process | | | |
| Use a variety of sources <ul style="list-style-type: none"> find information to answer research questions, using a variety of sources, such as children’s magazines, CDROMs, plays, folk tales, songs, stories and the environment | | | |
| Access information <ul style="list-style-type: none"> use text features, such as table of contents, key words, captions and hot links, to access information use given categories and specific questions to find information in oral, print and other media texts use the library organizational system to locate information | | | 3, 4 |
| Evaluate sources <ul style="list-style-type: none"> review information to determine its usefulness in answering research questions | | | |
| 3.3 Organize, Record and Evaluate | | | |
| Organize information <ul style="list-style-type: none"> organize ideas and information, using a variety of strategies, such as clustering, categorizing and sequencing draft ideas and information into short paragraphs, with topic and supporting sentences | | | 1, 2, 3, 4, 5 |
| Record information <ul style="list-style-type: none"> record facts and ideas using a variety of strategies; list titles and authors of sources list significant ideas and information from oral, print and other media texts | | | 1, 5 |
| Evaluate information <ul style="list-style-type: none"> determine if gathered information is sufficient to answer research questions | | | |

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| | Multiple-Choice Tests | | Constructed-Response Tasks |
| | Writing Conventions | Spelling | Writing |
| 3.4 Share and Review | | | |
| Share ideas and information <ul style="list-style-type: none"> organize and share ideas and information on topics to engage familiar audiences use titles, headings and visuals to add interest and highlight important points of presentation | | | 1, 3, 4 |
| Review research process <ul style="list-style-type: none"> assess the research process, using pre-established criteria | | | |
| General Outcome 4—Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication. | | | |
| 4.1 Enhance and Improve | | | |
| Appraise own and others' work <ul style="list-style-type: none"> share own oral, print and other media texts with others to identify strengths and ideas for improvement | | | |
| Revise and edit <ul style="list-style-type: none"> combine and rearrange existing information to accommodate new ideas and information edit for complete and incomplete sentences | 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36 | | 1, 2, 3, 4, 5 |
| Enhance legibility <ul style="list-style-type: none"> print legibly, and begin to learn proper alignment, shape and slant of cursive writing space words and sentences consistently on a line and page use keyboarding skills to compose, revise and print text understand and use vocabulary associated with keyboarding and word processing | | | |
| Expand knowledge of language <ul style="list-style-type: none"> explain relationships among words and concepts associated with topics of study experiment with words and word meanings to produce a variety of effects | | | 3, 5 |
| Enhance artistry <ul style="list-style-type: none"> choose words, language patterns, illustrations or sounds to add detail and create desired effects in oral, print and other media texts | | | 1, 2, 3, 4, 5 |
| 4.2 Attend to Conventions | | | |
| Attend to grammar and usage <ul style="list-style-type: none"> identify a variety of sentence types, and use in own writing identify correct subject-verb agreement, and use in own writing use adjectives and adverbs to add interest and detail to own writing distinguish between complete and incomplete sentences | 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24 | | 1, 2, 3, 4, 5 |

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| | Multiple-Choice Tests | | Constructed-Response Tasks |
| | Writing Conventions | Spelling | Writing |
| Attend to spelling <ul style="list-style-type: none"> use phonic knowledge and skills and visual memory, systematically, to spell phonically regular, three-syllable words in own writing identify generalizations that assist with the spelling of unfamiliar words, including irregular plurals in own writing identify frequently misspelled words, and develop strategies for learning to spell them correctly in own writing | | 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 |
| Attend to capitalization and punctuation <ul style="list-style-type: none"> use capital letters appropriately in titles of books and stories use exclamation marks, appropriately, as end punctuation in own writing use apostrophes to form common contractions and to show possession in own writing identify commas, end punctuation, apostrophes and quotation marks when reading, and use them to assist comprehension | 1, 2, 3, 4 5, 6, 7, 8 9, 10, 11, 12 | | 1, 2, 3, 4, 5 |
| 4.3 Present and Share | | | |
| Present information <ul style="list-style-type: none"> present ideas and information on a topic, using a pre-established plan | | | 1, 2, 3, 4, 5 |
| Enhance presentation <ul style="list-style-type: none"> use print and non-print aids to illustrate ideas and information in oral, print and other media texts | | | |
| Use effective oral and visual communication <ul style="list-style-type: none"> speak or present oral readings with fluency, rhythm, pace, and with appropriate intonation to emphasize key ideas | | | |
| Demonstrate attentive listening and viewing <ul style="list-style-type: none"> rephrase, restate and explain the meaning of oral and visual presentations identify and set purposes for listening and viewing | | | |
| General Outcome 5—Students will listen, speak, read, write, view and represent to respect, support and collaborate with others. | | | |
| 5.1 Respect others and strengthen community | | | |
| Appreciate diversity <ul style="list-style-type: none"> describe similarities between experiences and traditions encountered in daily life and those portrayed in oral, print and other media texts retell, paraphrase or explain ideas in oral, print and other media texts | | | |
| Relate texts to culture <ul style="list-style-type: none"> identify and discuss similar ideas or topics within stories from oral, print and other media texts from various communities | | | |

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| | Multiple-Choice Tests | | Constructed-Response Tasks |
| | Writing Conventions | Spelling | Writing |
| Celebrate accomplishments and events <ul style="list-style-type: none"> use appropriate language to acknowledge and celebrate individual and class accomplishments | | | |
| Use language to show respect <ul style="list-style-type: none"> demonstrate respect for the ideas, abilities and language use of others | | | |
| 5.2 Work within a group | | | |
| Cooperate with others <ul style="list-style-type: none"> work cooperatively with others in small groups on structured tasks identify others who can provide assistance, and seek their help in specific situations | | | |
| Work in groups <ul style="list-style-type: none"> contribute ideas and information on topics to develop a common knowledge base in the group ask others for their ideas, and express interest in their contributions | | | |
| Evaluate group process <ul style="list-style-type: none"> assess the effectiveness of group process, using pre-established criteria | | | |

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| | Multiple-Choice Tests | | Constructed-Response Tasks |
| | Mathematics | Computation and Estimation | Math Processes |
| Strand: Number General Outcome: Develop number sense. | | | |
| 1. Say the number sequence 0 to 1000 forward and backward by: <ul style="list-style-type: none"> • 5s, 10s or 100s, using any starting point • 3s, using starting points that are multiples of 3 • 4s, using starting points that are multiples of 4 • 25s, using starting points that are multiples of 25. | 7, 15, 17 | | |
| 2. Represent and describe numbers to 1000, concretely, pictorially and symbolically | 1, 3, 11, 20 | | |
| 3. Compare and order numbers to 1000. | 4, 8, 9, 20, 30 | | |
| 4. Estimate quantities less than 1000, using referents | | | |
| 5. Illustrate, concretely and pictorially, the meaning of place value for numerals to 1000. | | | |
| 6. Describe and apply mental mathematics strategies for adding two 2-digit numerals, such as: <ul style="list-style-type: none"> • adding from left to right • taking one addend to the nearest multiple of ten and then compensating • using doubles. | | | |
| 7. Describe and apply mental mathematics strategies for subtracting two 2-digit numerals, such as: <ul style="list-style-type: none"> • taking the subtrahend to the nearest multiple of ten and then compensating • thinking of addition • using doubles | 34, 37 | | |
| 8. Apply estimation strategies to predict sums and differences of two 2-digit numerals in a problem-solving context. | | 30 | |
| 9. Demonstrate an understanding of addition and subtraction of numbers with answers to 1000 (limited to 1-, 2- and 3-digit numerals), concretely, pictorially and symbolically, by: <ul style="list-style-type: none"> • using personal strategies for adding and subtracting with and without the support of manipulatives • creating and solving problems in context that involve addition and subtraction of numbers | 33, 34, 36 | 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 31, 32, 36 | |
| 10. Apply mental mathematics strategies and number properties, such as: <ul style="list-style-type: none"> • using doubles • making 10 • using the commutative property • using the property of zero • thinking addition for subtraction for basic addition facts and related subtraction facts to 18 | 23 | | |

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| | Multiple-Choice Tests | | Constructed-Response Tasks |
| | Mathematics | Computation and Estimation | Math Processes |
| 11. Demonstrate an understanding of multiplication to 5×5 by: <ul style="list-style-type: none"> representing and explaining multiplication using equal grouping and arrays creating and solving problems in context that involve multiplication modelling multiplication using concrete and visual representations, and recording the process symbolically relating multiplication to repeated addition relating multiplication to division. | | 34 | |
| 12. Demonstrate an understanding of division (limited to division related to multiplication facts up to 5×5) by: <ul style="list-style-type: none"> representing and explaining division using equal sharing and equal grouping creating and solving problems in context that involve equal sharing and equal grouping modelling equal sharing and equal grouping using concrete and visual representations, and recording the process symbolically relating division to repeated subtraction relating division to multiplication. | 28, 29, 40 | 27, 28, 35 | |
| 13. Demonstrate an understanding of fractions by: <ul style="list-style-type: none"> explaining that a fraction represents a part of a whole describing situations in which fractions are used comparing fractions of the same whole that have like denominators | 25, 48 | | |
| Strand: <i>Patterns and Relations (Patterns)</i> General Outcome: <i>Use patterns to describe the world and to solve problems.</i> | | | |
| 1. (and 2) Demonstrate an understanding of increasing and decreasing patterns by: <ul style="list-style-type: none"> describing extending comparing creating numerical (numbers to 1000) and non-numerical patterns using manipulatives, diagrams, sounds and actions. | 5, 7, 12, 14, 16, 27, 30, 36, 38, 43, 47 | | |
| 3. Sort objects or numbers, using one or more than one attribute | | | |
| 4. Solve one-step addition and subtraction equations involving a symbol to represent an unknown number. | 33 | | |
| Strand: <i>Shape and Space (Measurement)</i> General Outcome: <i>Use direct and indirect measurement to solve problems.</i> | | | |
| 1. Relate the passage of time to common activities, using nonstandard and standard units (minutes, hours, days, weeks, months, years). | 36 | | |
| 2. Relate the number of seconds to a minute, the number of minutes to an hour and the number of days to a month in a problem-solving context. | 26 | | |

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| | Mathematics | Computation and Estimation | Math Processes |
| 3. Demonstrate an understanding of measuring length (cm, m) by: <ul style="list-style-type: none"> selecting and justifying referents for the units cm and m modelling and describing the relationship between the units cm and m estimating length, using referents measuring and recording length, width and height | 42 | | |
| 4. Demonstrate an understanding of measuring mass (g, kg) | | | |
| 5. Demonstrate an understanding of perimeter of regular and irregular shapes by: <ul style="list-style-type: none"> estimating perimeter, using referents for cm or m measuring and recording perimeter (cm, m) constructing different shapes for a given perimeter (cm, m) to demonstrate that many shapes are possible for a perimeter | 32 | | |
| Strand: Shape and Space (3-D Objects and 2-D Shapes) General Outcome: Describe the characteristics of 3-D objects and 2-D shapes, and analyze the relationships among them. | | | |
| 6. Describe 3-D objects according to the shape of the faces and the number of edges and vertices. | 22, 31, 39, 45 | | |
| 7. Sort regular and irregular polygons, including: <ul style="list-style-type: none"> triangles quadrilaterals pentagons hexagons octagons according to the number of sides. | 24, 46 | | |
| Strand: Statistics General Outcome: Collect, display and analyze data to solve problems. | | | |
| 1. Collect first-hand data and organize it using: <ul style="list-style-type: none"> tally marks line plots charts lists to answer questions. | 2, 6, 13, 17, 18, 19, 21, 23, 35, 41, 43, 44 | | |
| 2. Construct, label and interpret bar graphs to solve problems | | | |

Questions with no matching outcome at this level 10