

# CAT-4 Match to the Alberta Curriculum

Level 14 to Grade 4

<b>Reading</b> Alberta Curriculum, 2000 Specific Outcomes	Canadian Achievement Tests, Fourth Edition (CAT-4)		
	Multiple-Choice Tests		Constructed-Response Tasks
	Reading	Vocabulary	Response to Text
<b>General Outcome 1</b> — <i>Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences.</i>			
<b>1.1 Discover and Explore</b>			
<b>Express ideas and develop understanding</b> <ul style="list-style-type: none"> <li>compare new ideas, information and experiences to prior knowledge and experiences</li> <li>ask questions, paraphrase and discuss to explore ideas and understand new concepts</li> <li>share personal responses to explore and develop understanding of oral, print and other media texts</li> </ul>			
<b>Experiment with language and forms</b> <ul style="list-style-type: none"> <li>discuss and compare the ways similar topics are developed in different forms of oral, print and other media texts</li> </ul>			
<b>Express preferences</b> <ul style="list-style-type: none"> <li>select preferred forms from a variety of oral, print and other media texts</li> </ul>			
<b>Set goals</b> <ul style="list-style-type: none"> <li>identify areas of personal accomplishment and areas for enhancement in language learning and use</li> </ul>			
<b>1.2 Clarify and Extend</b>			
<b>Consider the ideas of others</b> <ul style="list-style-type: none"> <li>identify other perspectives by exploring a variety of ideas, opinions, responses and oral, print and other media texts</li> </ul>	15, 16, 25, 37		6
<b>Combine ideas</b> <ul style="list-style-type: none"> <li>use talk, notes, personal writing and representing to record and reflect on ideas, information and experiences</li> </ul>			
<b>Extend understanding</b> <ul style="list-style-type: none"> <li>explore ways to find additional ideas and information to extend understanding</li> </ul>			
<b>General Outcome 2</b> — <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>			
<b>2.1 Use Strategies and Cues</b>			
<b>Use prior knowledge</b> <ul style="list-style-type: none"> <li>use ideas and concepts, developed through personal interests, experiences and discussion, to understand new ideas and information</li> <li>explain how the organizational structure of oral, print and other media texts can assist in constructing and confirming meaning</li> </ul>	10, 14, 47		3, 4, 5

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	Reading	Vocabulary	Response to Text
<b>Use comprehension strategies</b> <ul style="list-style-type: none"> <li>• preview sections of print texts to identify the general nature of the information and to set appropriate purpose and reading rate</li> <li>• comprehend new ideas and information by responding personally and discussing ideas with others</li> <li>• extend sight vocabulary to include words frequently used in other subject areas</li> <li>• monitor understanding by confirming or revising inferences and predictions based on information in text</li> </ul>	1, 3, 4, 9, 11, 13, 21, 22, 29, 35, 39, 40, 48	18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32	2, 3, 5
<b>Use textual cues</b> <ul style="list-style-type: none"> <li>• use text features, such as headings, subheadings and margin organizers, to enhance understanding of ideas and information</li> <li>• distinguish differences in the structural elements of texts, such as letters and storybooks, to access and comprehend ideas and information</li> </ul>	2, 7, 8, 18, 19, 20, 23, 41, 43		3, 4
<b>Use phonics and structural analysis</b> <ul style="list-style-type: none"> <li>• identify and know the meaning of some frequently used prefixes and suffixes</li> <li>• apply knowledge of root words, compound words, syllabication, contractions and complex word families to read unfamiliar words in context</li> <li>• integrate knowledge of phonics and sight vocabulary with knowledge of language and context clues to read unfamiliar words in context</li> </ul>	27, 28, 31, 32, 33, 36, 42, 44	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 33, 34, 35, 36, 37, 38, 39, 40	
<b>Use references</b> <ul style="list-style-type: none"> <li>• use alphabetical order by first and second letter to locate information in reference materials</li> <li>• use junior dictionaries, spell-check functions and electronic dictionaries to confirm the spellings or locate the meanings of unfamiliar words in oral, print and other media texts</li> </ul>			
<b>2.2 Respond to Texts</b>			
<b>Experience various texts</b> <ul style="list-style-type: none"> <li>• experience oral, print and other media texts from a variety of cultural traditions and genres, such as personal narratives, plays, novels, video programs, adventure stories, folk tales, informational texts, mysteries, poetry and CDROM programs</li> <li>• identify and discuss favourite authors, topics and kinds of oral, print and other media texts</li> <li>• discuss a variety of oral, print or other media texts by the same author, illustrator, storyteller or filmmaker</li> <li>• retell events of stories in another form or medium</li> <li>• make general evaluative statements about oral, print and other media texts</li> </ul>			3, 4

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	Multiple-Choice Tests		Constructed-Response Tasks
	Reading	Vocabulary	Response to Text
<b>Construct meaning from texts</b> <ul style="list-style-type: none"> <li>connect the thoughts and actions of characters portrayed in oral, print and other media texts to personal and classroom experiences</li> <li>identify the main events in oral, print and other media texts; explain their causes, and describe how they influence subsequent events</li> <li>compare similar oral, print and other media texts and express preferences, using evidence from personal experiences and the texts</li> <li>develop own opinions based on ideas encountered in oral, print and other media texts</li> </ul>	5, 6, 12, 17, 26, 30, 34, 45, 46		1, 2, 5, 6
<b>Appreciate the artistry of texts</b> <ul style="list-style-type: none"> <li>explain how onomatopoeia and alliteration are used to create mental images</li> <li>explain how language and visuals work together to communicate meaning and enhance effect</li> </ul>	24		
<b>2.3 Understand Forms, Elements and Techniques</b>			
<b>Understand forms and genres</b> <ul style="list-style-type: none"> <li>describe and compare the main characteristics of a variety of oral, print and other media texts</li> <li>identify various ways that information can be recorded and presented visually</li> </ul>			
<b>Understand techniques and elements</b> <ul style="list-style-type: none"> <li>identify and explain connections among events, setting and main characters in oral, print and other media texts</li> <li>identify the speaker or narrator of oral, print or other media texts</li> <li>identify how specific techniques are used to affect viewer perceptions in media texts</li> </ul>	38		2, 3, 5
<b>Experiment with language</b> <ul style="list-style-type: none"> <li>recognize how words and word combinations, such as word play, repetition and rhyme, influence or convey meaning</li> </ul>			
<b>2.4 Create Original Text</b>			
<b>Generate ideas</b> <ul style="list-style-type: none"> <li>use a variety of strategies for generating and organizing ideas and experiences in oral, print and other media texts</li> </ul>			
<b>Elaborate on the expression of ideas</b> <ul style="list-style-type: none"> <li>select and use visuals that enhance meaning of oral, print and other media texts</li> </ul>			
<b>Structure texts</b> <ul style="list-style-type: none"> <li>produce oral, print and other media texts that follow a logical sequence, and demonstrate clear relationships between character and plot</li> <li>produce narratives that describe experiences and reflect personal responses</li> </ul>			

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	Multiple-Choice Tests		Constructed-Response Tasks
	Reading	Vocabulary	Response to Text
<b>General Outcome 3—Students will listen, speak, read, write, view and represent to manage ideas and information.</b>			
<b>3.1 Plan and Focus</b>			
<b>Focus attention</b> <ul style="list-style-type: none"> <li>use organizational patterns of expository texts to understand ideas and information</li> <li>focus topics appropriately for particular audiences</li> </ul>			
<b>Determine information needs</b> <ul style="list-style-type: none"> <li>ask relevant questions, and respond to questions related to particular topics</li> </ul>			
<b>Plan to gather information</b> <ul style="list-style-type: none"> <li>develop and follow a class plan for accessing and gathering ideas and information</li> </ul>			
<b>3.2 Select and Process</b>			
<b>Use a variety of sources</b> <ul style="list-style-type: none"> <li>locate information to answer research questions, using a variety of sources, such as maps, atlases, charts, dictionaries, school libraries, video programs, elders in the community and field trips</li> </ul>			1, 2, 3, 4, 5, 6
<b>Access information</b> <ul style="list-style-type: none"> <li>use a variety of tools, such as indices, legends, charts, glossaries, typographical features and dictionary guide words, to access information</li> <li>identify information sources that inform, persuade or entertain, and use such sources appropriately</li> </ul>			
<b>Evaluate sources</b> <ul style="list-style-type: none"> <li>recall important points, and make and revise predictions regarding upcoming information</li> </ul>			1, 2, 3, 4, 5, 6
<b>3.3 Organize, Record and Evaluate</b>			
<b>Organize information</b> <ul style="list-style-type: none"> <li>organize ideas and information, using appropriate categories, chronological order, cause and effect, or posing and answering questions</li> <li>record ideas and information that are on topic</li> <li>organize oral, print and other media texts into sections that relate to and develop the topic</li> </ul>			1, 2, 3, 4, 5, 6
<b>Record information</b> <ul style="list-style-type: none"> <li>make notes of key words, phrases and images by subtopics; cite titles and authors of sources alphabetically</li> <li>paraphrase information from oral, print and other media sources</li> </ul>			
<b>Evaluate information</b> <ul style="list-style-type: none"> <li>examine gathered information to identify if more information is required; review new understanding</li> </ul>			

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	Multiple-Choice Tests		Constructed-Response Tasks
	Reading	Vocabulary	Response to Text
<b>3.4 Share and Review</b>			
<b>Share ideas and information</b> <ul style="list-style-type: none"> <li>communicate ideas and information in a variety of oral, print and other media texts, such as short reports, talks and posters</li> <li>select visuals, print and/or other media to add interest and to engage the audience</li> </ul>			

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<b>Writing</b> Alberta Curriculum, 2000 Specific Outcomes	<i>Canadian Achievement Tests, Fourth Edition (CAT-4)</i>		
	Multiple-Choice Tests		Constructed-Response Tasks
	Writing Conventions	Spelling	Writing
<b>General Outcome 3</b> — <i>Students will listen, speak, read, write, view and represent to manage ideas and information.</i>			
<b>3.1 Plan and Focus</b>			
<b>Focus attention</b> <ul style="list-style-type: none"> <li>use organizational patterns of expository texts to understand ideas and information</li> <li>focus topics appropriately for particular audiences</li> </ul>			1, 2, 3, 4, 5
<b>Determine information needs</b> <ul style="list-style-type: none"> <li>ask relevant questions, and respond to questions related to particular topics</li> </ul>			
<b>Plan to gather information</b> <ul style="list-style-type: none"> <li>develop and follow a class plan for accessing and gathering ideas and information</li> </ul>			
<b>3.2 Select and Process</b>			
<b>Use a variety of sources</b> <ul style="list-style-type: none"> <li>locate information to answer research questions, using a variety of sources, such as maps, atlases, charts, dictionaries, school libraries, video programs, elders in the community and field trips</li> </ul>			
<b>Access information</b> <ul style="list-style-type: none"> <li>use a variety of tools, such as indices, legends, charts, glossaries, typographical features and dictionary guide words, to access information</li> <li>identify information sources that inform, persuade or entertain, and use such sources appropriately</li> </ul>			
<b>Evaluate sources</b> <ul style="list-style-type: none"> <li>recall important points, and make and revise predictions regarding upcoming information</li> </ul>			
<b>3.3 Organize, Record and Evaluate</b>			
<b>Organize information</b> <ul style="list-style-type: none"> <li>organize ideas and information, using appropriate categories, chronological order, cause and effect, or posing and answering questions</li> <li>record ideas and information that are on topic</li> <li>organize oral, print and other media texts into sections that relate to and develop the topic</li> </ul>	29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40		1, 2, 3
<b>Record information</b> <ul style="list-style-type: none"> <li>make notes of key words, phrases and images by subtopics; cite titles and authors of sources alphabetically</li> <li>paraphrase information from oral, print and other media sources</li> </ul>			
<b>Evaluate information</b> <ul style="list-style-type: none"> <li>examine gathered information to identify if more information is required; review new understanding</li> </ul>			1, 2, 3, 4, 5

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	Multiple-Choice Tests		Constructed-Response Tasks
	Writing Conventions	Spelling	Writing
<b>3.4 Share and Review</b>			
<b>Share ideas and information</b> <ul style="list-style-type: none"> <li>communicate ideas and information in a variety of oral, print and other media texts, such as short reports, talks and posters</li> <li>select visuals, print and/or other media to add interest and to engage the audience</li> </ul>			1, 2, 3, 4, 5
<b>Review research process</b> <ul style="list-style-type: none"> <li>identify strengths and areas for improvement in research process</li> </ul>			
<b>General Outcome 4—Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.</b>			
<b>4.1 Enhance and Improve</b>			
<b>Appraise own and others' work</b> <ul style="list-style-type: none"> <li>identify the general impression and main idea communicated by own and peers' oral, print and other media texts</li> <li>use pre-established criteria to provide support and feedback to peers on their oral, print and other media texts</li> </ul>			
<b>Revise and edit</b> <ul style="list-style-type: none"> <li>revise to ensure an understandable progression of ideas and information</li> <li>identify and reduce fragments and run-on sentences</li> <li>edit for subject-verb agreement</li> </ul>	20, 21, 26, 27, 28		1, 2, 3, 4, 5
<b>Enhance legibility</b> <ul style="list-style-type: none"> <li>write legibly, using a style that demonstrates awareness of alignment, shape and slant</li> <li>use special features of software when composing, formatting and revising texts</li> </ul>			
<b>Expand knowledge of language</b> <ul style="list-style-type: none"> <li>use an increasing variety of words to express and extend understanding of concepts related to personal interests and topics of study</li> <li>recognize English words and expressions that come from other cultures or languages</li> </ul>			
<b>Enhance artistry</b> <ul style="list-style-type: none"> <li>experiment with combining detail, voice-over, music and dialogue with sequence of events</li> </ul>			
<b>4.2 Attend to Conventions</b>			
<b>Attend to grammar and usage</b> <ul style="list-style-type: none"> <li>identify simple and compound sentence structures, and use in own writing</li> <li>identify correct noun-pronoun agreement, and use in own writing</li> <li>identify past, present and future action</li> </ul>	15, 17, 18, 22, 23, 24, 25		1, 2, 3, 4, 5

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	Multiple-Choice Tests		Constructed-Response Tasks
	Writing Conventions	Spelling	Writing
<b>Attend to spelling</b> <ul style="list-style-type: none"> <li>use phonic knowledge and skills and visual memory, systematically, to spell multi-syllable words in own writing</li> <li>identify and apply common spelling generalizations in own writing</li> <li>apply strategies for identifying and learning to spell problem words in own writing</li> </ul>	16, 19	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>Attend to capitalization and punctuation</b> <ul style="list-style-type: none"> <li>use capitalization to designate organizations and to indicate the beginning of quotations in own writing</li> <li>use commas after introductory words in sentences and when citing addresses in own writing</li> <li>identify quotation marks in passages of dialogue, and use them to assist comprehension</li> </ul>	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14		1, 2, 3, 4, 5
<b>4.3 Present and Share</b>			
<b>Present information</b> <ul style="list-style-type: none"> <li>present to peers ideas and information on a topic of interest, in a well-organized form</li> </ul>			
<b>Enhance presentation</b> <ul style="list-style-type: none"> <li>add interest to presentations through the use of props, such as pictures, overheads and artifacts</li> </ul>			
<b>Use effective oral and visual communication</b> <ul style="list-style-type: none"> <li>adjust volume, tone of voice and gestures appropriately, to suit a variety of social and classroom activities</li> </ul>			
<b>Demonstrate attentive listening and viewing</b> <ul style="list-style-type: none"> <li>connect own ideas, opinions and experiences to those communicated in oral and visual presentations</li> <li>give constructive feedback, ask relevant questions, and express related opinions in response to oral and visual presentations</li> </ul>			
<b>General Outcome 5—<i>Students will listen, speak, read, write, view and represent to respect, support and collaborate with others.</i></b>			
<b>5.1 Respect others and strengthen community</b>			
<b>Appreciate diversity</b> <ul style="list-style-type: none"> <li>describe similarities and differences between personal experiences and the experiences of people or characters from various cultures portrayed in oral, print and other media texts</li> <li>appreciate that responses to some oral, print or other media texts may be different</li> </ul>			
<b>Relate texts to culture</b> <ul style="list-style-type: none"> <li>identify and discuss main characters, plots, settings and illustrations in oral, print and other media texts from diverse cultures and communities</li> </ul>			



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	Multiple-Choice Tests		Constructed-Response Tasks
	Writing Conventions	Spelling	Writing
<b>Celebrate accomplishments and events</b> <ul style="list-style-type: none"> <li>use appropriate language to acknowledge special events and to honour accomplishments in and beyond the classroom</li> </ul>			
<b>Use language to show respect</b> <ul style="list-style-type: none"> <li>identify and discuss differences in language use in a variety of school and community contexts</li> </ul>			
<b>5.2 Work within a group</b>			
<b>Cooperate with others</b> <ul style="list-style-type: none"> <li>take responsibility for collaborating with others to achieve group goals</li> <li>ask for and provide information and assistance, as appropriate, for completing individual and group tasks</li> </ul>			
<b>Work in groups</b> <ul style="list-style-type: none"> <li>share personal knowledge of a topic to develop purposes for research or investigations and possible categories of questions</li> <li>use brainstorming, summarizing and reporting to organize and carry out group projects</li> </ul>			
<b>Evaluate group process</b> <ul style="list-style-type: none"> <li>assess group process, using established criteria, and determine areas for improvement</li> </ul>			

# CAT-4 Match to the Alberta Curriculum

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<b>Mathematics</b> Alberta Curriculum, 2008 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> <b>General Outcome:</b> <i>Develop number sense.</i> <b>Specific Outcomes:</b> <i>It is expected that students will:</i>			
1. Represent and describe whole numbers to 10 000, pictorially and symbolically.	19, 58		
2. Compare and order numbers to 10 000.	51		
3. Demonstrate an understanding of addition of numbers with answers to 10 000 and their corresponding subtractions (limited to 3- and 4-digit numerals) by:		1, 3, 4, 6, 7, 8, 11, 13, 14, 19, 22	
4. Apply the properties of 0 and 1 for multiplication and the property of 1 for division.			
5. Describe and apply mental mathematics strategies to determine basic multiplication facts to 9x9 and related division facts.	1	12, 35	
6. Demonstrate an understanding of multiplication (2- or 3-digit by 1-digit) to solve problems.	36	2, 9, 10, 15, 17, 20, 23, 30, 34	
7. Demonstrate an understanding of division (1-digit divisor and up to 2-digit dividend) to solve problems.	59	21, 26, 27, 31, 32,	
8. Demonstrate an understanding of fractions less than or equal to one by using concrete, pictorial and symbolic representations.	24, 32		
9. Represent and describe decimals (tenths and hundredths), concretely, pictorially and symbolically.	29, 48		
10. Relate decimals to fractions and fractions to decimals (to hundredths).			
11. Demonstrate an understanding of addition and subtraction of decimals (limited to hundredths).	22, 25, 37, 49	16, 18, 24, 25, 28	
Foundational Skills Operations and problem solving with numbers	44, 45	5, 17, 29, 33, 34, 35, 36	
<b>Strand: Patterns and Relations (Patterns)</b> <b>General Outcome:</b> <i>Use patterns to describe the world and to solve problems.</i> <b>Specific Outcomes:</b> <i>It is expected that students will:</i>			
1. Identify and describe patterns found in tables and charts.			
2. Translate among different representations of a pattern, such as a table, a chart or concrete materials.	43		
3. Represent, describe and extend patterns and relationships, using charts and tables, to solve problems.	6, 10, 16, 39, 50		
4. Identify and explain mathematical relationships, using charts and diagrams, to solve problems.	16		
<b>Strand: Patterns and Relations (Variables and Equations)</b> <b>General Outcome:</b> <i>Use patterns to describe the world and to solve problems.</i> <b>Specific Outcomes:</b> <i>It is expected that students will:</i>			
5. Express a given problem as an equation in which a symbol to represent an unknown number.	21		

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	Multiple-Choice Tests		Constructed-Response Tasks
	Mathematics	Computation and Estimation	Math Processes
6. Solve one-step equations involving a symbol to represent and unknown number.	18, 56		
Foundational Skills Solving problems using patterns	11, 20, 26, 53		
<b>Strand: Shape and Space (Measurement)</b> <b>General Outcome:</b> Use direct and indirect measurement to solve problems. <b>Specific Outcomes:</b> It is expected that students will:			
1. Read and record time, using digital and analog clocks, including 24-hour clocks.			
2. Read and record calendar dates in a variety of formats.			
3. Demonstrate an understanding of area of regular and irregular 2-D shapes.	5, 12		
<b>Strand: Shape and Space (3-D Objects and 2-D Shapes)</b> <b>General Outcome:</b> Describe the characteristics of 3-D objects and 2-D shapes, and analyze the relationships among them. <b>Specific Outcomes:</b> It is expected that students will:			
4. Describe and construct right rectangular and right triangular prisms	3		
<b>Strand: Shape and Space (Transformations)</b> <b>General Outcome:</b> Describe and analyze position and motion of objects and shapes. <b>Specific Outcomes:</b> It is expected that students will:			
5. Demonstrate an understanding of congruency, concretely and pictorially.	2, 28		
6. Demonstrate an understanding of line symmetry.	4, 7, 9, 15		
Foundational Skills Solve problems with direct and indirect measurement	23, 30, 31, 33, 38, 40, 41		
Solve problems with 2-D and 3-D figures	8, 13, 17, 52, 60		
<b>Strand: Statistics and Probability (Data Analysis)</b> <b>General Outcome:</b> Collect, display and analyze data to solve problems. <b>Specific Outcomes:</b> It is expected that students will:			
1. Demonstrate an understanding of many-to-one correspondence.			
2. Construct and interpret pictographs and bar graphs involving many-to-one correspondence to draw conclusions.	14, 27, 34, 35, 46 54, 55		
Foundational Skills Analyze data presented in various forms	42, 47		