

CAT-4 Match to the Atlantic Curriculum

Level 14 to Grade 4

Reading Atlantic Curriculum, 2004 Specific Outcomes	Canadian Achievement Tests, Fourth Edition (CAT-4)		
	Multiple-Choice Tests		Constructed-Response Tasks
	Reading	Vocabulary	Response to Text
GCO 4: <i>Students will be expected to select, read, and view with understanding a range of literature, information, media, and visual texts.</i>			
4.1 select, with growing independence, texts appropriate to their interest and learning needs			
4.2 read widely and experience a variety of children's literature with an emphasis in genre and authors			
4.3 use pictures and illustrations, word structures, and text features to locate topics and obtain or verify understandings of information	2, 6, 7, 18, 20, 22, 23, 36, 41, 44		1, 3, 4, 5
4.4 use and integrate the pragmatic, semantic, syntactic, and graphophonic cueing systems (including context clues; word order; suffixes, compound words, contractions, and singular and plural words) and a variety of strategies to construct meaning	1, 3, 4, 5, 10, 11, 12, 19, 21, 24, 27, 28, 29, 32, 33, 34, 35, 40, 42, 43, 46	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	1, 2, 3, 4, 6
4.5 describe their own processes and strategies in reading and viewing			
GCO 6: <i>Students will be expected to respond personally to a range of texts.</i>			
6.1 describe, share, and discuss their personal reactions to texts	7, 39		2, 3, 5
6.2 give reasons for their opinions about texts and types of texts and the work of authors and illustrators	14, 15, 16		1, 2, 3, 4, 5, 6
GCO 7: <i>Students will be expected to respond critically to a range of texts, applying their knowledge of language, form and genre.</i>			
7.1 use their background knowledge to question information presented in print and visual texts	45		3, 5, 6
7.2 identify conventions and characteristics of different types of print and media texts that help them understand what they read and view	9, 24, 38		3, 5
7.3 respond critically to texts by <ul style="list-style-type: none"> • asking questions and formulating understandings • discussing texts from the perspective of their own experiences • identifying instances where language is being used, not only to entertain, but to manipulate, persuade, or control them • identifying instances of prejudice and stereotyping 	8, 13, 25, 26, 30, 31, 37, 38, 47, 48		1, 2, 3, 4, 5, 6

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Writing Atlantic Curriculum, 2004 Specific Outcomes	Canadian Achievement Tests, Fourth Edition (CAT-4)		
	Multiple-Choice Tests		Constructed-Response Tasks
	Writing Conventions	Spelling	Writing
GCO 8: <i>Students will be expected to use writing and other forms of representation to explore, clarify, and reflect on their thoughts, feelings, experiences, and learnings; and to use their imaginations</i>			
8.1 use strategies in writing and other ways of representing to <ul style="list-style-type: none"> formulate questions and organize ideas generate topics of personal interest and importance discover and express personal attitudes, feelings and opinions compare their own thoughts and beliefs to those of others describe feelings, reactions, values, and attitudes record experiences formulate goals for learning practise strategies for monitoring their own learning 	29, 30, 31, 32, 33, 34, 35, 36		1, 2, 3, 4, 5
8.2 experiment with different ways of making their own notes			1, 2, 3, 4, 5
8.3 experiment with language, appropriate to purpose, audience, and form, that enhances meaning and demonstrates imagination in writing and other ways of representing	20, 21, 26, 27, 28		1, 2, 3, 4, 5
GCO 9: <i>Students will be expected to create texts collaboratively and independently, using a variety of forms for a range of audiences and purposes.</i>			
9.1 create written and media texts, collaboratively and independently, in different modes (expressive, transactional, and poetic) and in a variety of forms <ul style="list-style-type: none"> recognize that particular forms require the use of specific features, structures, and patterns 			1, 2, 3, 4, 5
9.2 demonstrate some awareness of purpose and audience			1, 2, 3, 4, 5
9.3 invite responses to early drafts of their writing/media productions <ul style="list-style-type: none"> use audience reaction to help shape subsequent drafts 			
GCO 10: <i>Students will be expected to use a range of strategies to develop effective writing and media products to enhance their clarity, precision, and effectiveness</i>			
10.1 develop a range of prewriting, drafting, revising, editing, proofreading, and presentation strategies			1, 2, 3, 4, 5
10.2 demonstrate an understanding of many conventions of written language in final products <ul style="list-style-type: none"> correctly spell many familiar and commonly used words demonstrate an increasing understanding of punctuations, capitalization and paragraphing demonstrate a growing awareness of appropriate syntax use references while editing 	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 23, 24, 25	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 23, 24, 25, 26, 27, 28, 29, 30	1, 2, 3, 4, 5
10.3 use technology with increasing proficiency in writing and other forms of representing			

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	Multiple-Choice Tests		Constructed-Response Tasks
	Writing Conventions	Spelling	Writing
10.4 demonstrate a commitment to shaping pieces of writing and other representations through stages of development			
10.5 select, organize, and combine relevant information from two or more sources to construct and communicate meaning	37, 38, 39, 40		

CAT-4 Match to Atlantic Curriculum (2004)

Level 14 to Grade 4

Mathematics Atlantic Provinces Curriculum	Canadian Achievement Tests, Fourth Edition (CAT-4)		
	Multiple-Choice Tests		Constructed-Response Tasks
	Mathematics	Computation and Estimation	Math Processes
Strand: Number			
General Outcome: Develop number sense.			
4.N.1 Represent and describe whole numbers to 10 000 pictorially and symbolically	19, 58		
4.N.2 Compare and order numbers to 10 000	2, 51		
4.N.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 <ul style="list-style-type: none"> • using personal strategies for adding and subtracting • estimating sums and differences • solving problems involving addition and subtraction 	44, 45	1, 3, 4, 6, 7, 8, 11, 13, 14, 19, 22, 29	
4.N.4 Explain the properties of 0 and 1 for multiplication and the property of 1 for division			
4.N.5 Describe and apply mental mathematics strategies, such as <ul style="list-style-type: none"> • skip counting from a known fact • using doubling or halving • using doubling or halving and adding or subtracting one more group • using patterns in the 9s facts • using repeated doubling to develop recall of basic multiplication facts to 9x9 and related division facts 		5	
4.N.6. Demonstrate an understanding of multiplication(2 or 3 digit numerals by 1 digit numerals) to solve problems by <ul style="list-style-type: none"> • using personal strategies for multiplication with and without concrete materials • using arrays to represent multiplication • connecting concrete representations to symbolic representations • estimating products 	1, 36	2, 9, 10, 12, 15, 20, 23, 30	
4.N.7. Demonstrate and understanding of division(1 digit divisor and up to 2 digit dividend) to solve problems by <ul style="list-style-type: none"> • using personal strategies for dividing with or without concrete materials • estimating quotients • relating division to multiplication 	37	21, 26, 27, 31, 32	
4.N.8. Demonstrate an understanding of fractions less than or equal to one by using concrete and pictorial representations to <ul style="list-style-type: none"> • name and record fractions for the parts of a whole or a set • compare and order fractions • model and explain that for different wholes, two identical fractions may not represent the same quantity • provide examples of where fractions are used 			

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	Multiple-Choice Tests		Constructed-Response Tasks
	Mathematics	Computation and Estimation	Math Processes
4.N.9. Describe and represent decimals (tenths and hundredths) concretely, pictorially and symbolically	22, 24, 32		
4.N.10. Relate decimals to fractions(hundredths)	29, 48		
4.N.11. Demonstrate an understanding of addition and subtraction of decimals (limited to hundredths) by <ul style="list-style-type: none"> • using compatible numbers • estimating sums and differences • using mental math strategies to solve problems 	25, 49	16, 18, 24, 25, 28	
Foundational Number Sense and Problem solving	44, 45, 59	17, 33, 34, 35, 36	
Strand: Patterns and Relations (Patterns)			
General Outcome: Use patterns to describe the world and solve problems			
4.PR.1. I identify and describe patterns found in tables and charts, including multiplication chart	6, 11, 43		
4.PR.2. Reproduce a pattern shown in a table or chart using concrete materials	20, 53		
4.PR.3. Represent and describe patterns and relationships using charts and tables to solve problems	10, 16, 26, 50		
4.PR.4 Identify and explain mathematical relationships using charts and tables to solve problems	17, 39		
4.PR.5 Express a given problem as an equation in which a symbol is used to represent an unknown number	56		
4.PR.6. Solve one step equations involving a symbol to represent an unknown number	18, 21		
Strand: Shape and Space (Measurement)			
General Outcome: Use direct or indirect measurement to solve problems			
4.SS.1. Read and record time using digital and analog clocks, including 24 hour clocks			
4.SS.2 Read and record calendar dates in a variety of formats	43		
4.SS.3 Demonstrate an understanding of area of regular and irregular 2D shapes by <ul style="list-style-type: none"> • recognizing that area is measured in square units • selecting and justifying referents for the units cm² or m² • determining and recording area(cm² or m²) • constructing different rectangles for a given area (cm² or m²) in order to demonstrate that many different rectangles may have the same area 	5, 12, 38, 41		
Strand: Shape and Space (3D objects and 2D shapes)			
General Outcome: Describe the characteristics of 3D and 2D shapes and analyze the relationships among them			
4.SS.4. Solve problems involving 2D shapes and 3D objects	2, 8, 28, 60		

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	Mathematics	Computation and Estimation	Math Processes
4.SS.5. Describe and construct rectangular and triangular prisms	3, 13		
Strand: Shape and Space (Transformations) General Outcome: Describe and analyze position and motion of objects and shapes			
4.SS.6. Demonstrate an understanding of line symmetry by <ul style="list-style-type: none"> identifying symmetrical 2D shapes creating symmetrical 2D shapes drawing one or more lines of symmetry in a 2D shape 	4, 7, 9, 15		
Foundational Skills in Measurement and Spatial Sense	23, 30, 31, 33, 40, 52		
Strand: Statistics and Probability (Data Analysis) General Outcome: Collect, display and analyze data to solve problems			
4.SP.1. Demonstrate an understanding of many to one correspondence			
4.SP.2. Construct and interpret pictographs and bar graphs involving many to one correspondence to draw conclusions	14, 27, 33, 34, 35, 42, 46, 47, 54, 55		