# CAT·4 Match to the Atlantic Curriculum

*Level 15 to Grade 5*

| Reading<br>Atlantic Curriculum, 2004<br>Specific Outcomes | *Canadian Achievement Tests, Fourth Edition* (CAT·4) | | |
|---|---|---|---|
| | **Multiple-Choice Tests** | | **Constructed-Response Tasks** |
| | Reading | Vocabulary | Response to Text |
| **GCO 4:** *Students will be expected to select, read, and view with understanding a range of literature, information, media, and visual texts.* | | | |
| **4.1 select, independently, texts appropriate to their interests and learning needs** | | | |
| **4.2 read widely and experience a variety of children's literature with an emphasis in genre and authors** | 15 | | |
| **4.3 use pictures and illustrations, word structures, and text features to locate topics, and obtain or verify their understanding of information** | 6, 10, 12, 14, 20, 22, 26, 30, 33, 38, 42, 44, 46 | | 1, 2, 3, 4 |
| **4.4 use and integrate the pragmatic, semantic, syntactic, and graphophonic cueing systems (including context clues; word order; structural analysis to identify roots, prefixes, and suffixes) and a variety of strategies to construct meaning; use a dictionary to determine word meaning in context** | 9, 17, 18, 19, 27, 34, 35, 37, 40, 41, 45, 48 | 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 | 2 |
| **4.5 describe and discuss their own processes and strategies in reading and viewing** | | | |
| **GCO 6:** *Students will be expected to respond personally to a range of texts.* | | | |
| **6.1 describe, share, and discuss their personal reactions to a range of texts across genres, topics, and subjects** | | | 1, 2, 5 |
| **6.2 support their opinions about texts and features of texts** | 1, 3, 13 | | 1, 2, 3, 4, 5, 6 |
| **GCO 7:** *Students will be expected to respond critically to a range of texts, applying their knowledge of language, form and genre.* | | | |
| **7.1 use their background knowledge to question and analyze information presented in print and visual texts** | 2, 16, 36 | | |
| **7.2 recognize how conventions and characteristics of different types of print and media texts help them understand what they read and view** | 7, 11 | | 3, 4 |
| **7.3 respond critically to texts by**<br>• applying strategies to analyse a text<br>• demonstrating growing awareness that all texts reflect a purpose and a point of view<br>• identifying instances where language is being used to manipulate, persuade, or control them<br>• identifying instances of opinion, prejudice, bias, and stereotyping | 4, 5, 8, 21, 23, 24, 25, 28, 29, 31, 32, 39, 43, 47 | | 1, 2, 3, 4, 5, 6 |

# CAT·4 Match to the Atlantic Curriculum
*Level 15 to Grade 5*

| Writing<br>Atlantic Curriculum, 2004<br>Specific Outcomes | *Canadian Achievement Tests, Fourth Edition* (CAT·4) | | |
|---|---|---|---|
| | **Multiple-Choice Tests** | | **Constructed-Response Tasks** |
| | Writing Conventions | Spelling | Writing |
| **GCO 8:** *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* | | | |
| **8.1 use strategies in writing and other ways of representing to**<br>• frame questions and answers to those questions<br>• generate topics of personal interest and importance<br>• record, develop, and reflect on ideas, attitudes, and opinions<br>• compare their own thoughts and beliefs to those of others<br>• describe feelings, reactions, values, and attitudes<br>• record and reflect on experiences and their responses to them<br>• formulate and monitor goals for learning<br>• practice and extend strategies for monitoring learning | 5, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40 | | 1, 2, 3, 4, 5 |
| **8.2 expand appropriate note-making strategies from a growing repertoire** | 3, 4 | | 1, 2, 4, 5 |
| **8.3 make deliberate language choices, appropriate to purpose, audience, and form, to enhance meaning and achieve interesting effects in imaginative writing and other ways of representing** | 15, 16, 17, 18, 19, 20, 21, 22, 26, 27, 28, 37, 38, 39, 40 | | 1, 2, 3, 5 |
| **GCO 9:** *Students will be expected to create texts collaboratively and independently, using a variety of forms for a range of audiences and purposes.* | | | |
| **9.1 create written and media texts, collaboratively and independently, in different modes (expressive, transactional, and poetic) and in a variety of forms**<br>• use specific features, structures, and patterns of various text forms to create written and media text | | | 1, 3, 4, 5 |
| **9.2 demonstrate some awareness of purpose and audience** | | | 2, 3, 4, 5 |
| **9.3 invite responses to early drafts of their writing/ media productions**<br>• use audience reaction to help shape subsequent drafts<br>• reflect on their final drafts from a reader's/viewer's/ listener's point of view | | | |
| **GCO 10:** *Students will be expected to use a range of strategies to develop effective writing and media products to enhance their clarity, precision, and effectiveness* | | | |
| **10.1 use a range of prewriting, drafting, revising, editing, proofreading, and presentation strategies** | | | 1, 2, 3, 4, 5 |
| **10.2 demonstrate an increasing understanding of the conventions of written language in final products**<br>• use basic spelling rules and show an understanding of irregularities<br>• use appropriate syntax in final products<br>• use references while editing | 1, 2, 6, 7, 8, 9, 10, 11, 12, 13, 14, 23, 24, 25 | 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 |
| **10.3 use technology with increasing proficiency to create, revise, edit, and publish texts** | | | |

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| --- | --- | --- | --- |
| | **Multiple-Choice Tests** | | **Constructed-Response Tasks** |
| | Writing Conventions | Spelling | Writing |
| **10.4** demonstrate commitment to shaping and reshaping pieces of writing and other representations through stages of development and refinement | | | 1, 2, 3, 4, 5 |
| **10.5** select, organize, and combine relevant information from two or more sources to construct and communicate meaning | | | |

# CAT·4 Match to Atlantic Curriculum (2004)
*Level 15 to Grade 5*

| **Mathematics**<br>Atlantic Provinces Curriculum | *Canadian Achievement Tests, Fourth Edition* (CAT·4) | | |
| --- | --- | --- | --- |
| | **Multiple-Choice Tests** | | **Constructed-Response Tasks** |
| | Mathematics | Computation and Estimation | Math Processes |
| **Number** | | | |
| A1 represent whole numbers to the millions | 1, 5, 12, 14 | | |
| A2 interpret and model decimal tenths, hundredths and thousandths | 59 | | |
| A3 interpret, model and rename fractions | | | |
| A4 demonstrate an understanding of the relationship between fractions and division | 29 | | |
| A5 explore the concepts of ratio and rate informally | | | |
| A6 read and represent numbers to millions | | | |
| A7 read and represent decimals to thousandths | 11, 48, 54, 58 | 22, 27 | |
| A8 compare and order large numbers | | | |
| A9 compare and order decimals | 59 | | |
| A10 compare and order fractions using conceptual methods | | | |
| A11  recognize and find factors of numbers | | | |
| **Operation Sense** | | | |
| B1 find sums and differences involving decimals to thousandths | | 4, 5, 10, 14, 16, 18, 20, 21 | |
| B2 multiply 2-, 3- and 4-digit numbers by 1-digit numbers | | 2, 13 | |
| B3 find the product of two 2-digit numbers | | 17 | |
| B4 divide 2-, 3- and 4-digit numbers by single-digit divisors and investigate division by 2-digit divisors | | 3, 26, 31 | |
| B5 find simple products of whole numbers and decimals | | 19, 24, 33 | |
| B6 divide decimal numbers by single-digit whole numbers | | | |
| B7 determine whether an open sentence is always, sometimes, or never true | | | |
| B8 solve and create addition and subtraction problems involving whole numbers and/or decimals | 22, 30, 32, 41, 42, 45 | 1, 7, 8, 9, 11, 12, 23, 28, 29 | |
| B9 solve and create multiplication and division problems involving whole numbers and/or decimals | 19, 28, 36, 50 | 15, 25, 35, 36 | |
| B10 estimate sums and differences involving decimals to thousandths | | | |
| B11 estimate products and quotients of two whole numbers | 37 | 30, 32 | |
| B12 estimate products and quotients of decimal numbers by single-digit whole numbers | | 6, 34 | |
| B13 perform appropriate mental multiplications with facility | | | |
| B14 divide numbers mentally when appropriate | 37, 60 | | |
| B15 multiply whole numbers by 0.1, 0.01 and 0.001 mentally | | | |

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*Level 15 to Grade 5*

| **Mathematics**<br>Atlantic Provinces Curriculum | *Canadian Achievement Tests, Fourth Edition* (CAT·4) | | |
|---|---|---|---|
| | **Multiple-Choice Tests** | | **Constructed-Response Tasks** |
| | Mathematics | Computation and Estimation | Math Processes |
| **Patterns and Relationships** | | | |
| C1 use place value patterns to extend understanding of the representation of numbers to millions | 12 | | |
| C2 recognize and explain the pattern in dividing by 10, 100 and 1000 and in multiplying by 0.1, 0.01 and 0.001 | | | |
| C3 solve problems using patterns | 6, 7, 13, 15, 18, 24, 31, 40, 55 | | |
| C4 rearrange factors to make multiplication simpler | | | |
| C5 recognize and explain how a change in one factor affects a product or quotient | 35 | | |
| C6 predict how a change in unit affects an SI measurement | | | |
| C7 manipulate the dimensions of a rectangle so that the area remains the same | | | |
| C8 demonstrate an understanding that the multiplicative relationship between numerators and denominators is constant for equivalent fractions | | | |
| C9 represent measurement relationships using tables and two-dimensional graphs | | | |
| **Measurement** | | | |
| D1 solve simple problems involving the perimeters of polygons | 27, 33, 44, 49 | | |
| D2 calculate areas of irregular shapes | 56 | | |
| D3 determine the measure of right, acute and obtuse angles | | | |
| D4 demonstrate an understanding of the relationship among particular SI units | | | |
| D5 develop formulas for areas and perimeters of squares and rectangles | 47 | | |
| D6 solve simple problems involving volume and capacity | | | |
| D7 estimate angle size in degrees | | | |
| D8 determine which unit is appropriate in a given situation and solve problems involving length and area | | | |
| Foundational Skills of Measurement | 34, 46 | | |
| **Shape and Space** | | | |
| E1 draw a variety of nets for various prisms and pyramids | 3, 10, 17 | | |
| E2 identify, describe and represent the various cross-sections of cubes and rectangular prisms | | | |

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| Mathematics<br>Atlantic Provinces Curriculum | Canadian Achievement Tests, Fourth Edition (CAT·4) | | |
|---|---|---|---|
| | **Multiple-Choice Tests** | | **Constructed-Response Tasks** |
| | Mathematics | Computation and Estimation | Math Processes |
| E3 make and interpret isometric drawings of shapes made from cubes | | | |
| E5 predict and construct figures made by combining two triangles | 4, 23 | | |
| E6 recognize, name, describe and represent perpendicular lines/segments, bisectors of angles and segments, and perpendicular-bisectors of segments | | | |
| E7 recognize, name, describe and construct right, obtuse and acute triangles | | | |
| **Shape and Space** | | | |
| E8 make generalizations about the diagonal properties of squares and rectangles and apply them | | | |
| E9 make generalizations about the properties of translations and reflections and apply them Good | 2, 8, 9, 20 | | |
| E10 explore rotations of one quarter, one-half and three-quarter turns, using a variety of centres | 16 | | |
| E11 make generalizations about the rotational symmetry properties of squares and rectangles and apply them | | | |
| E12 recognize, name and represent figures that tessellate | | | |
| E13 explore how figures can be dissected and transformed into other figures | | | |
| Foundational Skills of Spatial Sense | 53 | | |
| **Data Management and Probability** | | | |
| F1 use double bar graphs to display data | | | |
| F2 use bar graphs to display and interpret data | 26, 38, 39 | | |
| F3 use coordinate graphs to display data | 21 | | |
| F4 create and interpret line graphs | 51, 52, 57 | | |
| F5 group data appropriately and use stem-and-leaf plots to describe the data | | | |
| F6 recognize and explain the effect of changes in data on the mean of that data | | | |
| F7 explore relevant issues for which data collection assists in reaching conclusions | | | |
| **Data Management and Probability** | | | |
| G1 conduct simple experiments to determine probabilities | | | |
| G2 determine simple theoretical probabilities and use fractions to describe them | 25, 43 | | |