

CAT-4 Match to the Atlantic Curriculum

Level 10 to Kindergarten

Reading Atlantic Curriculum, 2004 Specific Outcomes	Canadian Achievement Tests, Fourth Edition (CAT-4)			
	Multiple-Choice Tests			Constructed-Response Tasks
	Reading	Word Analysis	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 regard reading/viewing as sources of interest, enjoyment and information	P4 2 P5 4, 5, 6 P9 3			
4.2 understand basic concepts of print including directionality, word, space, letter, and sound	P18 2, 3 P19 5, 6 P20 1, 2	P24 1, 2, 3, 4, 5, 6 P30 2 P31 3, 4 P32 1, 2, 3		
4.3 select, with teacher assistance, texts appropriate to their interests and learning needs				
4.4 engage in reading or reading-like behaviour as they experience a variety of literature				
4.5 use, with support, the various cueing systems and a variety of strategies to construct meaning from text <ul style="list-style-type: none"> • use meaning cues (personal experiences, context, picture cues) to predict, confirm/self/correct • use knowledge of oral language pattern (syntax) to predict, confirm/self/correct • begin to use knowledge of sound/symbol relationships as one reading cue • begin to match one-to-one spoken to printed word • begin to recognize some high-frequency sight words 	P4 1, 3 P6 1, 2, 3 P7 4, 5, 6 P11 2 P12 2 P13 3 P14 1, 2 P16 1, 2, 3 P17 4, 5, 6 P18 1 P19 4	P27 2, 3 P28 1, 2 P29 3, 4 P34 2 P35 3, 4 P36 1, 2 P37 3		
GCO 6: Students will be expected to respond personally to a range of texts.				
6.1 respond personally to texts in a variety of ways	P8 1, 2			
6.2 express opinions about texts and the work of authors and illustrators	P10 1, 2 P11 1 P12 1 P15 2, 3			
GCO 7: Students will be expected to respond critically to a range of texts, applying their knowledge of language, form and genre.				
7.1 recognize some basic types of texts				
7.2 components of text such as author, illustrator, and title	P9 4			
7.3 begin to ask questions of text				
7.4 begin to develop an understanding and respect for diversity				

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Writing Atlantic Curriculum, 2004 Specific Outcomes	Canadian Achievement Tests, Fourth Edition (CAT-4)		
	Multiple-Choice Tests		Constructed-Response Tasks
	Vocabulary	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 understand that print carries a message			
8.2 use writing and other forms of representing to convey meaning (communicating messages, recounting experiences, expressing feelings and imaginative ideas, exploring learning)			
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 using some familiar forms			
9.2 demonstrate a beginning awareness of audience and purpose			
9.3 begin to consider readers'/listeners'/viewers' questions/comments about their work			
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 begin to develop strategies for prewriting, drafting, revising, editing, and presenting, e.g., <ul style="list-style-type: none"> • use drawing and talking as ways to rehearse for writing • take risks with temporary spelling as a strategy for getting ideas on paper (drafting) • confer with others, respond orally to comments, and begin to add on (simple revision strategies) • use simple editing strategies such as adding more letters to one or two words, or putting periods • share writing and other presentations with others in a variety of ways 			
10.2 use some conventions of written language use drawings, letters, and approximations to record meaning <ul style="list-style-type: none"> • develop the concept of directionality (left to right; top to bottom) • establish one-to-one correspondence between spoken and written words • begin to use spacing between words • write complete sentences (although they are not always punctuated correctly with periods) • experiment with punctuation (sometimes over generalize use of periods—e.g., periods after every word) • understand that letters can be written in upper and lower case forms (but often tend to use them indiscriminately) • use letters to represent the predominate sounds in words • begin to spell some words conventionally 			

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	Vocabulary	Spelling	Writing
10.3 demonstrate engagement with the writing and other forms of representations <ul style="list-style-type: none"> • choose to write when given a choice of activities • take risks to express self in writing • sustain engagement in writing and other forms of representation • write in play situations • engage in writing and representing activities every day • share writing and representations willingly with others 			
10.4 with assistance, begin to use technology in writing and other forms of representing <ul style="list-style-type: none"> • use a tape recorder to tape a complete piece of writing, and oral retelling, or a dramatization • use a drawing program/simple word processing program (computer software) to create illustrations for a group story or to draw pictures and write a caption 			
10.5 with assistance, engage in the research process to construct and communicate meaning <ul style="list-style-type: none"> • interact with a variety of simple texts, as well as human and community resources • record information in simple ways • share information with others in a variety of ways 			

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Mathematics Atlantic Provinces Curriculum, 2008	Canadian Achievement Tests, Fourth Edition (CAT-4)		
	Multiple-Choice Tests		Constructed-Response Tasks
	Mathematics	Computation	Math Processes
Strand: Number General Outcome: <i>Develop number sense.</i>			
1. Say the number sequence 1 to 10 by 1s, starting anywhere from 1 to 10 and from 10 to 1. [C, CN, V]	P40 1		
2. Subitize (recognize at a glance) and name familiar arrangements of 1 to 6 objects, dots or pictures. [C, CN, ME, V]			
3. Relate a numeral, 1 to 10, to its respective quantity. [CN, R, V]	P44 3 P46 1 P50 2 P54 3 P56 1		
4. Represent and describe numbers 2 to 10, in two parts, concretely and pictorially. [C, CN, ME, R, V]	P46 1 P50 2		
5. Compare quantities 1 to 10, - using one-to-one correspondence • by ordering numbers representing different quantities [C, CN, V]	P41 3 P43 4 P44 3 P45 4 P49 3, 4		
Strand: Patterns and Relations (Patterns) General Outcome: <i>Use patterns to describe the world and to solve problems.</i>			
1. Demonstrate an understanding of repeating patterns (two or three elements) by: • identifying • reproducing • extending • creating patterns using manipulatives, sounds and actions. [C, CN, PS, V]	P46 2 P49 5 P51 3 P53 4		
Strand: Shape and Space (Measurement) General Outcome: <i>Use direct and indirect measurement to solve problems.</i>			
1. Use direct comparison to compare two objects based on a single attribute, such as - length including height • mass • capacity [C, CN, PS, R, V]	P40 2 P42 1, 2 P43 3 P44 1 P47 3 P52 1 P54 2 P56 2		

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Mathematics Atlantic Provinces Curriculum, 2008	<i>Canadian Achievement Tests, Fourth Edition (CAT-4)</i>		
	Multiple-Choice Tests		Constructed-Response Tasks
	Mathematics	Computation	Math Processes
Strand: <i>Shape and Space (3-D Objects and 2-D Shapes)</i> General Outcome: <i>Describe the characteristics of 3-D objects and 2-D shapes, and analyze the relationships among them</i>			
2. Sort objects, including 3-D objects, using a single attribute and explain the sorting rule. [C, CN, PS, R, V]	P48 1 P51 4 P53 3 P54 1 P55 4 P57 3		
3. Build and describe 3-D objects. [CN, PS, V]	P43 5 P52 2		