CAT·4 Match to the Ontario Curriculum
Level 15 to Grade 5

Reading Ontario Curriculum, 2006 Specific Expectations	Canadian Achievement Tests, Fourth Edition (CAT·4)		
	Multiple-Choice Tests		**Constructed-Response Tasks**
	Reading	Vocabulary	Response to Text
1. Reading for Meaning			
1.1 read a variety of texts from diverse cultures, including literary texts, graphic texts, and informational texts			
1.2 identify a variety of purposes for reading and choose reading materials appropriate for those purposes			
1.3 identify a variety of reading comprehension strategies and use them appropriately before, during, and after reading to understand texts	15		1, 2, 3, 4, 5, 6
1.4 demonstrate understanding of a variety of texts by summarizing important ideas and citing supporting details	24, 47		1, 2
1.5 use stated and implied ideas in texts to make inferences and construct meaning	1, 3, 4, 8, 9, 18, 21, 26, 28, 39		1, 2, 4, 5, 6
1.6 extend understanding of texts by connecting the ideas in them to their own knowledge, experience, and insights, to other familiar texts, and to the world around them	36		1, 4, 5, 6
1.7 analyse texts and explain how various elements in them contribute to meaning	32, 45, 46		3, 4
1.8 make judgements and draw conclusions about the ideas and information in texts and cite stated or implied evidence from the text to support their views	2, 5, 13, 16, 25, 29, 31		2, 3, 4
1.9 identify the point of view presented in texts, ask questions to identify missing or possible alternative points of view, and suggest some possible alternative perspectives	14		6
2. Understanding Form and Style			
2.1 analyse a variety of text forms and explain how their particular characteristics help communicate meaning, with a focus on literary texts such as short stories, graphic texts such as a logo, and informational texts such as a movie review	6, 22		1, 3, 4, 5, 6
2.2 identify a variety of organizational patterns in a range of texts and explain how they help readers understand the texts			3
2.3 identify a variety of text features and explain how they help readers understand texts	38, 42, 43, 44		1, 3
2.4 identify various elements of style - including word choice and the use of similes, personification, comparative adjectives, and sentences of different types, lengths, and structures - and explain how they help communicate meaning	10, 11, 17, 33, 37, 40		5

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Reading Ontario Curriculum, 2006 Specific Expectations	Canadian Achievement Tests, Fourth Edition (CAT·4)		
	Multiple-Choice Tests		Constructed-Response Tasks
	Reading	Vocabulary	Response to Text
3. Reading with Fluency			
3.1 automatically read and understand most words in common use	7	1, 2, 3, 4, 5, 8, 9, 10, 11, 12, 13, 16, 19, 20, 24, 26, 34, 35, 36, 37, 39	
3.2 predict the meaning of and rapidly solve unfamiliar words using different types of cues, including: • semantic (meaning) cues • syntactic (language structure) cues • graphophonic (phonological and graphic) cues	12, 19, 27, 34, 35, 41, 48	6, 7, 14, 15, 17, 18, 21, 25, 27, 28, 29, 30, 31, 32, 33, 38, 40	
3.3 read appropriate texts with expression and confidence, adjusting reading strategies and reading rate to match the form and purpose			

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Writing Ontario Curriculum, 2006 Specific Expectations	Canadian Achievement Tests, Fourth Edition (CAT·4)		
	Multiple-Choice Tests		Constructed-Response Tasks
	Writing Conventions	Spelling	Writing
General Outcome 3—*Students will listen, speak, read, write, view and represent to manage ideas and information.*			
1. Developing and Organizing Content			
1.1 identify the topic, purpose, and audience for a variety of writing forms	31		2, 3
1.2 generate ideas about a potential topic and identify those most appropriate for the purpose			1, 2, 3, 4
1.3 gather information to support ideas for writing, using a variety of strategies and a range of print and electronic resources			
1.4 sort and classify ideas and information for their writing in a variety of ways			1, 4
1.5 identify and order main ideas and supporting details and group them into units that could be used to develop several linked paragraphs, using a variety of strategies and organizational patterns	26, 27, 29, 30, 32, 33, 34, 35, 36, 37, 38, 39, 40		1, 2, 3, 4, 5, 6
2. Using Knowledge of Form and Style			
2.1 write longer and more complex texts using a variety of forms			1, 3, 4, 5
2.2 establish an appropriate voice in their writing, with a focus on modifying language and tone to suit different circumstances or audiences			1, 2, 3, 4, 5, 6
2.3 use some vivid and/or figurative language and innovative expressions to add interest			1, 2, 3, 4, 5, 6
2.4 vary sentence types and structures, with a focus on using conjunctions to connect ideas, and pronouns to make links within and between sentences	19, 21, 22		1, 4, 5
2.5 identify their point of view and other possible points of view, and determine, when appropriate, if their own view is balanced and supported by evidence.			2, 4
2.6 identify elements of their writing that need improvement, using feedback from the teacher and peers, with a focus on specific features			
2.7 make revisions to improve the content, clarity, and interest of their written work, using a variety of strategies	28		
2.8 produce revised, draft pieces of writing to meet identified criteria based on the expectations related to content, organization, style, and use of conventions			
3. Applying Knowledge of Language Conventions and Presenting Written Work Effectively			
3.1 spell familiar words correctly		1, 2, 4, 5, 11, 15, 16, 18, 22, 23, 24, 27, 28, 30	1, 2, 3, 4, 5, 6

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Level 15 to Grade 5

Writing Ontario Curriculum, 2006 Specific Expectations	*Canadian Achievement Tests, Fourth Edition* (CAT·4)		
	Multiple-Choice Tests		**Constructed-Response Tasks**
	Writing Conventions	Spelling	Writing
3.2 spell unfamiliar words using a variety of strategies that involve understanding sound-symbol relationships, word structures, word meanings, and generalizations about spelling		3, 6, 7, 8, 9, 10, 12, 13, 14, 17, 19, 20, 26, 29	1, 2, 3, 4, 5, 6
3.3 confirm spellings and word meanings or word choice using a variety of resources appropriate for the purpose			
3.4 use punctuation appropriately to help communicate their intended meaning, with a focus on the use of: a comma before and or but in compound sentences to join principal clauses; quotation marks for direct speech; and the placement of commas, question marks, and exclamation marks inside quotation marks in direct speech	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14		1
3.5 use parts of speech correctly to communicate their intended meaning clearly, with a focus on the use of: common, proper, and abstract nouns; collective nouns; adjectives, including comparative adjectives; the helping verb have; adverbs modifying verbs; comparative adverbs	15, 16, 17, 18, 20, 23, 24, 25		2
3.6 proofread and correct their writing using guidelines developed with peers and the teacher			1, 3, 4, 5
3.7 use a range of appropriate elements of effective presentation in the finished product, including print, script, different fonts, graphics, and layout			
3.8 produce pieces of published work to meet identified criteria based on the expectations related to content, organization, style, use of conventions, and use of presentation strategies			

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CAT·4 Match to the Ontario Curriculum
Level 15 to Grade 5

Mathematics Ontario Curriculum, 2005 Number Sense and Numeration	*Canadian Achievement Tests, Fourth Edition* (CAT·4)		
	Multiple-Choice Tests		**Constructed-Response Tasks**
	Mathematics	Computation and Estimation	Math Processes
• represent, compare, and order whole numbers and decimal numbers from 0.01 to 100 000, using a variety of tools (e.g., number lines with appropriate increments, base ten materials for decimals);	14, 59		
• demonstrate an understanding of place value in whole numbers and decimal numbers from 0.01 to 100 000, using a variety of tools and strategies (e.g., use numbers to represent 23 011 as 20 000 + 3000 + 0 + 10 + 1; use base ten materials to represent the relationship between 1, 0.1, and 0.01) (Sample problem: How many thousands cubes would be needed to make a base ten block for 100 000?);	5, 12		
• read and print in words whole numbers to ten thousand, using meaningful contexts (e.g., newspapers, magazines);	1		
• round decimal numbers to the nearest tenth, in problems arising from real-life situations;		22, 27	
• represent, compare, and order fractional amounts with like denominators, including proper and improper fractions and mixed numbers, using a variety of tools (e.g., fraction circles, Cuisenaire rods, number lines) and using standard fractional notation;			
• demonstrate and explain the concept of equivalent fractions, using concrete materials (e.g., use fraction strips to show that			
• demonstrate and explain equivalent representations of a decimal number, using concrete materials and drawings (e.g., use base ten materials to show that three tenths [0.3] is equal to thirty hundredths [0.30]);	29, 48, 54, 58		
• read and write money amounts to $1000 (e.g., $455.35 is 455 dollars and 35 cents, or four hundred fifty-five dollars and thirty-five cents);	11		
• solve problems that arise from real-life situations and that relate to the magnitude of whole numbers up to 100 000 (	19		
Specific Expectations *Counting*			
By the end of Grade 5, students will: • count forward by hundredths from any decimal number expressed to two decimal places, using concrete materials and number lines			
Operational Sense			
By the end of Grade 5, students will: • solve problems involving the addition, subtraction, and multiplication of whole numbers, using a variety of mental strategies (e.g., use the commutative property: 5 x 18 x 2 = 5 x 2 x 18, which gives 10 x 18 = 180);		1, 2, 7, 8, 9, 11, 12, 13, 23, 28, 35	
• add and subtract decimal numbers to hundredths, including money amounts, using concrete materials, estimation, and algorithms (e.g., use 10 x 10 grids to add 2.45 and 3.25);		4, 5, 14, 15 16, 18, 20, 21, 25, 29	

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CAT·4 Match to the Ontario Curriculum
Level 15 to Grade 5

Mathematics Ontario Curriculum, 2005 Number Sense and Numeration	Canadian Achievement Tests, Fourth Edition (CAT·4)		
	Multiple-Choice Tests		**Constructed-Response Tasks**
	Mathematics	Computation and Estimation	Math Processes
• multiply two-digit whole numbers by two-digit whole numbers, using estimation, student-generated algorithms, and standard algorithms;		17	
• divide three-digit whole numbers by one-digit whole numbers, using concrete materials, estimation, student-generated algorithms, and standard algorithms;		3, 26, 31, 36	
• multiply decimal numbers by 10, 100, 1000, and 10 000, and divide decimal numbers by 10 and 100, using mental strategies (e.g., use a calculator to look for patterns and generalize to develop a rule);			
• use estimation when solving problems involving the addition, subtraction,multiplication, and division of whole numbers, to help judge the reasonableness of a solution	37	6, 10, 30, 32, 34	
Proportional Relationships			
By the end of Grade 5, students will: • describe multiplicative relationships between quantities by using simple fractions and decimals (e.g.,"If you have 4 plums and I have 6 plums, I can say that I			
• determine and explain, through investigation using concrete materials, drawings, and calculators, the relationship between fractions (i.e., with denominators of 2, 4, 5, 10, 20, 25, 50, and 100) and their equivalent decimal forms (e.g., use a 10 x 10			
• demonstrate an understanding of simple multiplicative relationships involving whole-number rates, through investigation using concrete materials and drawings			
Foundational number sense skills	28, 30, 32, 35, 45, 50, 60		

CAT·4 Match to the Ontario Curriculum
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Mathematics Ontario Curriculum, 2005 Measurement	*Canadian Achievement Tests, Fourth Edition* (CAT·4)		
	Multiple-Choice Tests		**Constructed-Response Tasks**
	Mathematics	Computation and Estimation	Math Processes
Specific Expectations *Attributes, Units, and Measurement Sense*			
By the end of Grade 5, students will: • estimate, measure (i.e., using an analogue clock), and represent time intervals to the nearest second;			
• estimate and determine elapsed time, with and without using a time line, given the durations of events expressed in minutes, hours, days,weeks, months, or years	34, 46		
• measure and record temperatures to determine and represent temperature changes over time (e.g., record temperature changes in an experiment or over a season) (Sample problem: Investigate the relationship between weather, climate, and temperature changes over time in different locations.);			
• estimate and measure the perimeter and area of regular and irregular polygons, using a variety of tools (e.g., grid paper, geoboard, dynamic geometry software) and strategies.	27, 33, 44		
Specific Expectations *Measurement Relationships*			
• select and justify the most appropriate standard unit (i.e., millimetre, centimetre, decimetre, metre, kilometre) to measure length, height, width, and distance, and to measure the perimeter of various polygons;			
• solve problems requiring conversion from metres to centimetres and from kilometres to metres ;			
• solve problems involving the relationship between a 12-hour clock and a 24-hour clock (e.g., 15:00 is 3 hours after 12 noon, so 15:00 is the same as 3:00 p.m.);			
• create, through investigation using a variety of tools (e.g., pattern blocks, geoboard, grid paper) and strategies, two-dimensional shapes with the same perimeter or the same area (e.g., rectangles and parallelograms with the same base and the same height)			
• determine, through investigation using a variety of tools (e.g., concrete materials, dynamic geometry software, grid paper) and strategies (e.g., building arrays), the relationships between the length and width of a rectangle and its area and perimeter, and generalize to develop the formulas [i.e., Area = length x width; Perimeter = (2 x length) + (2 x width)];	47		
• solve problems requiring the estimation and calculation of perimeters and areas of rectangles	27, 47, 49, 56		

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Mathematics Ontario Curriculum, 2005 Measurement	*Canadian Achievement Tests, Fourth Edition* (CAT·4)		
	Multiple-Choice Tests		**Constructed-Response Tasks**
	Mathematics	Computation and Estimation	Math Processes
• determine, through investigation, the relationship between capacity (i.e., the amount a container can hold) and volume (i.e., the amount of space taken up by an object), by comparing the volume of an object with the amount of liquid it can contain or displace (e.g., a bottle has a volume, the space it takes up, and a capacity, the amount of liquid it can hold)			
• determine, through investigation using stacked congruent rectangular layers of concrete materials, the relationship between the height, the area of the base, and the volume of a rectangular prism, and generalize to develop the formula (i.e., Volume = area of base x height			
• select and justify the most appropriate standard unit to measure mass (i.e., milligram, gram, kilogram, tonne).			

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Mathematics Ontario Curriculum, 2005 Geometry and Spatial Sense	Canadian Achievement Tests, Fourth Edition (CAT·4)		
	Multiple-Choice Tests		**Constructed-Response Tasks**
	Mathematics	Computation and Estimation	Math Processes
Specific Expectations *Geometric Properties*			
By the end of Grade 5, students will: • distinguish among polygons, regular polygons, and other two-dimensional shapes;			
• distinguish among prisms, right prisms, pyramids, and other three-dimensional figures;			
• identify and classify acute, right, obtuse, and straight angles;			
• measure and construct angles up to 90º, using a protractor;			
• identify triangles (i.e., acute, right, obtuse, scalene, isosceles, equilateral), and classify them according to angle and side properties;	4		
• construct triangles, using a variety of tools (e.g., protractor, compass, dynamic geometry software), given acute or right angles and side measurements			
Specific Expectations *Geometric Relationships*			
By the end of Grade 5, students will: • identify prisms and pyramids from their nets;	10, 17		
• construct nets of prisms and pyramids, using a variety of tools (e.g., grid paper, isometric dot paper, Polydrons, computer application).	3		
Location and Movement			
By the end of Grade 5, students will: • locate an object using the cardinal directions (i.e., north, south, east,west) and a coordinate system (e.g.,"If I walk 5 steps north and 3 steps east, I will arrive at the apple tree.");			
• compare grid systems commonly used on maps (i.e., the use of numbers and letters to identify an area; the use of a coordinate system based on the cardinal directions to describe a specific location);	21		
• identify, perform, and describe translations, using a variety of tools (e.g., geoboard, dot paper, computer program);	20		
• create and analyse designs by translating and/or reflecting a shape, or shapes, using a variety of tools (e.g., geoboard, grid paper, computer program)	2, 8, 9		
Foundational spatial sense skills	23, 53		

CAT·4 Match to the Ontario Curriculum
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Mathematics Ontario Curriculum, 2005 Patterning and Algebra	*Canadian Achievement Tests, Fourth Edition* (CAT·4)		
	Multiple-Choice Tests		**Constructed-Response Tasks**
	Mathematics	Computation and Estimation	Math Processes
Specific Expectations *Patterns and Relationships*			
By the end of Grade 5, students will: • create, identify, and extend numeric and geometric patterns, using a variety of tools (e.g., concrete materials, paper and pencil, calculators, spreadsheets);	13, 15, 18		
• build a model to represent a number pattern presented in a table of values that shows the term number and the term;	24, 31		
• make a table of values for a pattern that is generated by adding or subtracting a number (i.e., a constant) to get the next term, or by multiplying or dividing by a constant to get the next term, given either the sequence (e.g., 12, 17, 22, 27, 32, …) or the pattern rule in words (e.g., start with 12 and add 5 to each term to get the next term);	35		
• make predictions related to growing and shrinking geometric and numeric patterns	40, 55		
• extend and create repeating patterns that result from translations, through investigation using a variety of tools			
Expressions and Equality			
By the end of Grade 5, students will: • demonstrate, through investigation, an understanding of variables as changing quantities, given equations with letters or other symbols that describe relationships involving simple rates (e.g., the equations C = 3 x n and 3 x n = C both represent the relationship between the total cost (C), in dollars, and the number of sandwiches purchased (n), when each sandwich costs $3);			
• demonstrate, through investigation, an understanding of variables as unknown quantities represented by a letter or other symbol (e.g., 12 = 5 + _ or 12 = 5 + s can be used to represent the following situation: "I have 12 stamps altogether and 5 of them are from Canada. How many are from other countries?");			
• determine the missing number in equations involving addition, subtraction,multiplication, or division and one- or twodigit numbers, using a variety of tools and strategies (e.g., modelling with concrete materials, using guess and check with and without the aid of a calculator)	6, 7, 22		

CAT·4 Match to the Ontario Curriculum
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Mathematics Ontario Curriculum, 2005 Data Management and Probability	*Canadian Achievement Tests, Fourth Edition* (CAT·4)		
	Multiple-Choice Tests		**Constructed-Response Tasks**
	Mathematics	Computation and Estimation	Math Processes
Specific Expectations *Collection and Organization of Data*			
By the end of Grade 5, students will: • distinguish between discrete			
• collect data by conducting a survey or an experiment			
• collect and organize discrete or continuous primary data and secondary data and display the data in charts, tables, and graphs (including broken-line graphs) that have appropriate titles, labels (e.g., appropriate units marked on the axes), and scales that suit the range and distribution of the data	51, 52		
• demonstrate an understanding that sets of data can be samples of larger populations	39		
• describe, through investigation, how a set of data is collected (e.g., by survey, measurement, observation) and explain whether the collection method is appropriate.			
Data Relationships			
By the end of Grade 5, students will: • read, interpret, and draw conclusions from primary data (e.g., survey results, measurements,observations) and rom secondary data	26, 39, 41, 42, 45, 51, 52, 57		
• calculate the mean for a small set of data and use it to describe the shape of the data set across its range of alues, using charts, tables, and graphs			
• compare similarities and differences between two related sets of data, using a variety of	38		
Specific Expectations *Probability*			
By the end of Grade 5, students will: • determine and represent all the possible outcomes in a simple probability experiment			
• represent, using a common fraction, the probability that an event will occur in simple games and probability experiments	25, 43		
• pose and solve simple probability problems, and solve them by conducting probability experiments and selecting appropriate methods of recording the results			

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