CAT·4 Match to the Ontario Curriculum
Level 16 to Grade 6

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 wide 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	17, 31		
1.3 identify a variety of reading comprehension strategies and use them appropriately before, during, and after reading to understand increasingly complex texts	1, 3, 5, 16, 37, 45		
1.4 demonstrate understanding of increasingly complex texts by summarizing and explaining important ideas and citing relevant supporting details	2, 6, 7, 22, 26, 29, 42, 48		1, 2, 6
1.5 develop interpretations about texts using stated and implied ideas to support their interpretations	10, 12, 18, 20, 24, 25, 30, 46, 47		
1.6 extend understanding of texts by connecting, comparing, and contrasting the ideas in them to their own knowledge, experience, and insights, to other familiar texts, and to the world around them			1, 4, 5
1.7 analyse increasingly complex texts and explain how the different elements in them contribute to meaning	22, 32		3, 7
1.8 make judgements and draw conclusions about ideas in texts and cite stated or implied evidence from the text to support their views			4, 5
1.9 identify the point of view presented in texts; determine whether they can agree with the view, in whole or in part; and suggest some other possible perspectives	8, 40, 43		4, 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 a myth, graphic texts such as an advertisement, and informational texts such as an editorial			
2.2 identify a variety of organizational patterns in a range of texts and explain how they help readers understand the texts	6, 13, 21		
2.3 identify a variety of text features and explain how they help readers understand texts	9, 11, 14, 15, 27, 41, 46, 47		
2.4 identify various elements of style - including voice, word choice, and the use of hyperbole, strong verbs, dialogue, and complex sentences - and explain how they help communicate meaning	19, 23, 28,43, 44		

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CAT·4
CANADIAN ACHIEVEMENT TESTS
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CAT·4 Match to the Ontario Curriculum
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Reading Ontario Curriculum, 2006 Specific Expectations	*Canadian Achievement Tests, Fourth Edition* (CAT·4)		Constructed- Response Tasks
	Multiple-Choice Tests		
	Reading	Vocabulary	Response to Text
3. Reading with Fluency			
3.1 automatically read and understand most words in a range of reading contexts		1, 2, 3, 4, 5, 7, 9, 10, 11, 12, 13, 14, 16, 18, 19, 21, 23, 25, 26, 27, 28, 29, 30, 32, 33, 34, 35, 37	1, 2, 3, 4, 5, 6
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	33, 35, 36, 38	6, 8, 15, 17, 20, 22, 24, 31, 36, 38, 39	
3.3 read appropriate texts with expression and confidence, adjusting reading strategies and reading rate to match the form and purpose			

CAT·4 Match to the Ontario Curriculum
Level 16 to Grade 6

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			
1.2 generate ideas about a potential topic and identify those most appropriate for the purpose			2, 3, 4, 5
1.3 gather information to support ideas for writing, using a variety of strategies and a range of print and electronic resources			4, 5
1.4 sort and classify information for their writing in a variety of ways that allow them to view information from different perspectives and make connections between ideas			2, 3, 4, 5
1.5 identify and order main ideas and supporting details and group them into units that could be used to develop a structured, multi-paragraph piece of writing, using a variety of strategies and organizational patterns	27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40		2, 3, 4
1.6 determine whether the ideas and information they have gathered are relevant, appropriate, and adequate for the purpose, and do more research if necessary			
2. Using Knowledge of Form and Style			
2.1 write longer and more complex texts using a wide range of forms			2, 3, 4
2.2 establish a distinctive voice in their writing appropriate to the subject and audience			1, 2, 3, 4, 5
2.3 use some vivid and/or figurative language and innovative expressions to enhance interest			1, 3, 4, 5
2.4 create complex sentences by combining phrases, clauses, and/or simple sentences			1, 2, 3, 4, 5
2.5 identify their point of view and other possible points of view; determine, when appropriate, if their own view is balanced and supported by the evidence; and adjust their thinking and expression if appropriate			2, 3
2.6 identify elements in their writing that need improvement, selectively using feedback from the teacher and peers, with a focus on supporting details and precise language			
2.7 make revisions to improve the content, clarity, and interest of their written work, using a variety of strategies	22, 23, 24, 25, 26		1, 2, 3, 4, 5
2.8 produce revised draft pieces of writing to meet identified criteria based on the expectations			

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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
3. Applying Knowledge of Language Conventions and Presenting Written Work Effectively			
3.1 spell familiar words correctly		1, 2, 3, 5, 6, 7, 8, 9, 11, 12, 13, 15, 16, 17, 18, 19, 20, 21, 23, 25, 26, 27, 28, 29, 30	1, 2, 3, 4, 5
3.2 spell unfamiliar words using a variety of strategies that involve understanding sound-symbol relationships, word structures, word meanings, and generalizations about spelling		4, 10, 14, 22, 24	3, 4
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 communicate their intended meaning in longer and more complex sentences, with a focus on the use of: commas to separate words in a list or after an introductory word or phrase; quotation marks in dialogue; and some uses of the colon, semi-colon, and brackets	1, 2, 3, 5, 7, 8, 10, 11, 12, 14		1, 2, 3, 4, 5
3.5 use parts of speech correctly to communicate their meaning clearly, with a focus on the use of: personal subject and object pronouns; indefinite pronouns; conjunctions; subordinate clauses; adverb phrases; and present, past, and future verb tenses	4, 6, 9, 13, 15, 16, 17, 18, 19, 20, 21, 24, 25, 26		1, 2, 3, 4, 5
3.6 proofread and correct their writing using guidelines developed with peers and the teacher			1, 2, 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
3.8 produce pieces of published work to meet identified criteria based on the expectations			3, 4

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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 0.001 to 1 000 000, using a variety of tools	19, 31, 44, 53	22	
• demonstrate an understanding of place value in whole numbers and decimal numbers from 0.001 to 1 000 000, using a variety of tools and strategies	15, 48		
• read and print in words whole numbers to one hundred thousand			
• represent, compare, and order fractional amounts with unlike denominators, including proper and improper fractions and mixed numbers	27, 55		
• estimate quantities using benchmarks of 10%, 25%, 50%, 75%, and 100%	50		
• solve problems that arise from real-life situations and that relate to the magnitude of whole numbers up to 1 000 000	60		
• identify composite numbers and prime numbers			
• use a variety of mental strategies to solve addition, subtraction, multiplication, and division problems involving whole numbers	10	5, 6, 7, 11, 17, 33	
• solve problems involving the multiplication and division of whole numbers (fourdigit by two-digit),		1, 4, 10, 12, 14, 15, 19	
• add and subtract decimal numbers to thousandths	17, 23	2, 8, 9, 13, 18, 21, 26	
• multiply and divide decimal numbers to tenths by whole numbers	9, 59	3, 20, 25, 29, 32	
• multiply whole numbers by 0.1, 0.01, and 0.001 using mental strategies		24, 33, 34	
• multiply and divide decimal numbers by 10, 100, 1000, and 10 000 using mental strategies		25, 31	
• use estimation when solving problems involving the addition and subtraction of whole numbers and decimals		28	
• explain the need for a standard order for performing operations		17, 27, 30, 36	
• represent ratios found in real-life contexts	49		
• determine and explain, through investigation using concrete materials, drawings, and calculators, the relationships among fractions			
• represent relationships using unit rates	29	35	

CAT·4 CANADIAN ACHIEVEMENT TESTS FOURTH EDITION

CAT·4 Match to the Ontario Curriculum

Level 16 to Grade 6

Mathematics Ontario Curriculum, 2005 Measurement	Canadian Achievement Tests, Fourth Edition (CAT·4)		
	Multiple-Choice Tests		**Constructed-Response Tasks**
	Mathematics	Computation and Estimation	Math Processes
• demonstrate an understanding of the relationship between estimated and precise measurements			
• estimate, measure, and record length, area, mass, capacity, and volume			
• select and justify the appropriate metric unit (i.e., millimetre, centimetre, decimetre, metre, decametre, kilometre) to measure length or distance in a given real-life situation	13, 16		
• solve problems requiring conversion from larger to smaller metric units	46		
• construct a rectangle, a square, a triangle, and a parallelogram, using a variety of tools			
• determine the relationship between the area of a rectangle and the areas of parallelograms and triangles			
• develop the formulas for the area of a parallelogram			
• solve problems involving the estimation and calculation of the areas of triangles and the areas of parallelograms	47		
• determine, using concrete materials, the relationship between units used to measure area	22		
• determine volume of a triangular prism, and generalize to develop the formula			
• determine, through investigation the surface area of rectangular and triangular prisms			
• solve problems involving the estimation and calculation of the surface area and volume of triangular and rectangular prisms			
Foundational Measurement Skills	32, 51, 58		

CAT·4 Match to the Ontario Curriculum

Level 16 to Grade 6

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
• sort and classify quadrilaterals by geometric properties related to symmetry, angles, and sides	33		
• sort polygons according to the number of lines of symmetry and the order of rotational symmetry			
• measure and construct angles up to 180° using a protractor, and classify	25, 42		
• construct polygons using a variety of tools, given angle and side measurements			
• build three-dimensional models using connecting cubes, given isometric sketches or different views	21, 26		
• sketch, using a variety of tools (e.g., isometric dot paper, dynamic geometry software), isometric perspectives and different views			
• explain how a coordinate system represents location, and plot points in the first quadrant	2, 3		
• identify, perform, and describe, through investigation using a variety of tools (e.g., grid paper, tissue paper, protractor, computer technology), rotations of 180º			
• create and analyse designs made by reflecting, translating, and/or rotating a shape, or shapes, by 90º or 180º	1, 3, 24, 41		
Foundational spatial sense skills	14, 40, 43, 54		

CAT·4 Match to the Ontario Curriculum

Level 16 to Grade 6

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
• identify geometric patterns, through investigation using concrete materials or drawings	20, 35, 36		
• make tables of values, for growing patterns given pattern rules, in words and plot the points in the first quadrant			
• determine the term number of a given term in a growing pattern that is represented by a pattern rule in words, a table of values, or a graph	34		
• describe pattern rules (in words) that generate patterns	4, 5, 28		
• determine a term, given its term number, by extending growing and shrinking patterns	34		
• extend and create repeating patterns that result from rotation			
• demonstrate an understanding of different ways in which variables are used			
• identify, through investigation, the quantities in an equation that vary and those that remain constant			
• solve problems that use two or three symbols or letters as variables			
• determine the solution to a simple equation with one variable	6, 7		
Foundational Patterning Skills	18		

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
• collect data by conducting a survey			
• collect and organize discrete or continuous primary data and secondary data			
• select an appropriate type of graph to represent a set of data			
• determine, through investigation, how well a set of data represents a population			
• read, interpret, and draw conclusions from primary data and from secondary data	8, 52, 57		
• compare, through investigation, different graphical representations of the same data			
• explain how different scales used on graphs can influence conclusions			
• demonstrate an understanding of mean			
• demonstrate, through investigation, an understanding of how data from charts, tables, and graphs can be used to make inferences and convincing arguments			
• express theoretical probability as a ratio of the number of favourable outcomes to the total number of possible outcomes	11, 12, 30, 39		
• represent the probability of an event (i.e., the likelihood that the event will occur), using a value from the range of 0 (never happens or impossible) to 1			
• predict the frequency of an outcome of a simple probability experiment or game	56		