

# CAT-4 Match to the Saskatchewan Curriculum

Level 10 to Kindergarten

<b>Reading</b> Saskatchewan Curriculum, 2010 Specific Outcomes	Canadian Achievement Tests, Fourth Edition (CAT-4)			
	Multiple-Choice Tests			Constructed-Response Tasks
	Reading	Word Analysis	Vocabulary	Response to Text
<b>Comprehend and Respond (CR).</b> Children will extend their abilities to view, listen to, read, comprehend, and respond to a range of contemporary and traditional grade-level texts in a variety of forms (oral, print, and other texts) from First Nations/Métis, and other cultures for a variety of purposes including for learning, interest, and enjoyment.				
<i>CRK.1 Comprehend and respond to a variety of visual, oral, print, and multimedia texts that address identity (e.g., exploring interests), community (e.g., belonging), and social responsibility (e.g., contributing).</i>				
a. View, listen to, comprehend, and respond to a variety of texts (including First Nations and Métis resources) that address identity.				
b. Make connections among oral language and personal experiences.				
c. Share personal experiences and family traditions related to texts.				
d. Relate aspects of stories and information to personal feelings and experiences.	P15 3			
e. Use illustrations, photographs, video programs, objects, and auditory cues to understand ideas and information.	P14 1, 3 P5 4 P10 1, 2 P11 3			
f. Relate a personal experience as a result of a picture, photograph, or model.				
g. Satisfy natural curiosity by engaging in inquiry: <ul style="list-style-type: none"> <li>wonder about new ideas and observations</li> <li>discuss personal knowledge of a topic</li> <li>ask questions to satisfy personal curiosity and information needs</li> <li>identify self and others as sources of information</li> <li>seek information from others including people at school, at home, and in the community including Elders and Knowledge Keepers</li> <li>compare gathered ideas and information to personal knowledge</li> <li>share learning and information-gathering experiences</li> <li>compose with a scribe</li> <li>indicate whether or not information is useful for answering questions.</li> </ul>				
<i>CRK.2 View and interpret the basic message of visuals and objects in a variety of texts including models, photographs, dramas, dance creations, and videos.</i>				
a. Identify key idea(s) and purpose of pictures, graphics, models, and photographs.				
b. Use strategies to construct and confirm meaning when viewing: <ul style="list-style-type: none"> <li>make connections to background knowledge (before)</li> <li>identify important ideas and events (during)</li> <li>recall (after).</li> </ul>				

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	Multiple-Choice Tests			Constructed-Response Tasks
	Reading	Word Analysis	Vocabulary	Response to Text
c. Understand and apply language cues and conventions to construct and confirm meaning when viewing: <ul style="list-style-type: none"> <li>• recognize the variations of language use at home, on the playground, and in the classroom (pragmatic)</li> <li>• describe characteristics of fiction texts (textual)</li> <li>• develop a sense of sentence (syntactic)</li> <li>• show curiosity in words and their sounds (lexical/semantic)</li> <li>• develop phonological awareness (graphophonic)</li> <li>• recognize how gestures and body language communicate part of the message (other cues and conventions).</li> </ul>	P17 6 P18 1, 2, 3 P19 5 P20 1, 2			
d. Volunteer personal experiences and feelings prompted by various visuals.				
e. Identify supporting details.				
f. Compare similarities and differences such as colour, type of visual, and object placement between various texts such as pictures, photographs, and 3-D models.				
g. Interpret emotions portrayed in visual texts including models, photographs, dramas, dance creations, and video programs.				
h. Describe the visual texts and give reasons for liking/disliking them.				
i. View and interpret key aspects including arrangement and facial expression by interpreting the following questions: <ul style="list-style-type: none"> <li>• What are the objects or facts in the picture?</li> <li>• What do the objects or facts tell you?</li> <li>• How are the objects arranged in the visual?</li> <li>• Why are these objects placed in this way?</li> <li>• How do the objects help the story or fact?</li> <li>• What are the characters doing?</li> <li>• Compare different authors/illustrations considering the illustration or art work and interesting details.</li> </ul>				
j. Begin to utilize silent reading.				
<b>CRK.3 Listen, comprehend, and respond to gain meaning in oral texts.</b>				
a. Listen attentively to others and respond appropriately.				
b. Use strategies to construct and confirm meaning when listening: <ul style="list-style-type: none"> <li>• make connections to background knowledge (before)</li> <li>• identify important ideas and events (during)</li> <li>• recall (after).</li> </ul>	P4 2			

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	Multiple-Choice Tests			Constructed-Response Tasks
	Reading	Word Analysis	Vocabulary	Response to Text
c. Understand and apply language cues and conventions to construct and confirm meaning when listening: <ul style="list-style-type: none"> <li>• recognize the variations of language use at home, on the playground, and in the classroom (pragmatic)</li> <li>• describe characteristics of fiction texts (textual)</li> <li>• develop a sense of sentence (syntactic)</li> <li>• show curiosity in words and their sounds (lexical/semantic)</li> <li>• develop phonological awareness (graphophonic)</li> <li>• recognize how gestures and body language communicate part of the message (other cues and conventions).</li> </ul>		P24 1, 2, 3, 4, 5, 6 P27 2, 3 P28 1, 2 P29 3, 4		
d. Follow simple directions correctly and independently (e.g., Please put away your crayons and put your picture on the shelf.) and remember instructions given earlier.				
e. Listen to traditional and contemporary stories from a variety of cultures including First Nations and Métis.				
f. Listen for different purposes (e.g., to retell, to direct others, for enjoyment).				
g. Identify important information.				
h. Ask questions for clarification, and make comments relevant to the topic.				
i. Connect story events and own experience.				
j. Engage in conversations with others in an exchange of ideas, comments, or questions.				
<i>CRK.4 Comprehend, retell, and respond to basic ideas in stories, poems, songs, and informational texts read to them.</i>				
a. Demonstrate an awareness that communication can occur through visuals and print texts (including First Nations and Métis texts).				
b. Use strategies to construct and confirm meaning when “reading”: <ul style="list-style-type: none"> <li>• make connections to background knowledge (before)</li> <li>• identify important ideas and events (during)</li> <li>• recall (after).</li> </ul>	P5 5, 6 P6 2 P7 4, 5 P8 1 P9 4 P12 1			
c. Understand and apply language cues and conventions to construct and confirm meaning when viewing, listening, and “reading”: <ul style="list-style-type: none"> <li>• recognize the variations of language use at home, on the playground, and in the classroom (pragmatic)</li> <li>• describe characteristics of fiction texts (textual)</li> <li>• develop a sense of sentence (syntactic)</li> <li>• show curiosity in words and their sounds (lexical/semantic)</li> <li>• develop phonological awareness (graphophonic)</li> <li>• recognize how gestures and body language communicate part of the message (other cues and conventions).</li> </ul>	P11 4 P12 2 P14 1 P16 1, 2, 3 P17 4, 5 P19 4, 6	P30 2 P31 3, 4 P33 3 P34 2 P35 3, 4 P36 1, 2 P37 3		

# CAT-4 Match to the Saskatchewan Curriculum

*Level 10 to Kindergarten*

<b>Reading</b> Saskatchewan Curriculum, 2010 Specific Outcomes	<i>Canadian Achievement Tests, Fourth Edition (CAT-4)</i>			
	Multiple-Choice Tests			Constructed-Response Tasks
	Reading	Word Analysis	Vocabulary	Response to Text
d. Demonstrate an interest in and knowledge about books and reading.				
e. Know where to look for the title and author/illustrator.				
f. Choose to read or look at books, and demonstrate knowledge of print, reading-like behaviours, and book-handling skills.				
g. Demonstrate an awareness that print is a permanent way of recording ideas.				
h. Create play situations from basic understandings of story text.				
i. Explain the main idea.	P6 1, 3 P7 6 P8 2 P13 3 P15 2			
j. Relate personal experiences, and represent responses through drama, physical movement, music, drawings, and models.				

# CAT-4 Match to the Saskatchewan Curriculum

Level 10 to Kindergarten

Writing Saskatchewan Curriculum, 2010 Specific Outcomes	Canadian Achievement Tests, Fourth Edition (CAT-4)	
	Multiple-Choice Tests	Constructed-Response Tasks
	Spelling	Writing
<b>Compose and Create (CC). Students will develop their abilities to speak, write, and use other forms of representation to explore and present thoughts, feelings, and experiences in a variety of forms for a variety of purposes and audiences.</b>		
<i>CCK.1 Compose and create various visual, multimedia, oral, and written texts that explore and present thoughts, ideas, and experiences.</i>		
a. Compose and create a variety of texts that address identity (e.g., exploring interests), community (e.g., belonging), and social responsibility (e.g., contributing).		
b. Contribute ideas and experiences and consider the ideas of others.		
c. Share information and ideas with a group.		
d. Explore ideas and information to make sense of experiences.		
<i>CCK.2 Use and construct symbols, pictures, and dramatizations to communicate feelings and ideas in a variety of ways.</i>		
a. Use imagination to communicate when appropriate.		
b. Use the appropriate strategies to communicate meaning: <ul style="list-style-type: none"> <li>• find ideas to explore (before)</li> <li>• tell a story about self (during)</li> <li>• add detail (after).</li> </ul>		
c. Use language cues and conventions to construct and communicate meaning: <ul style="list-style-type: none"> <li>• use and apply the different functions of language (pragmatic)</li> <li>• tell or dramatize a story using own words and appropriate gestures (pragmatic)</li> <li>• use different sentence patterns (syntactic)</li> <li>• manipulate sounds and words in shared, guided, and independent activities (lexical/semantic)</li> <li>• explore sounds and rhymes (graphophonic)</li> <li>• use various tools and techniques to represent ideas (other cues and conventions).</li> </ul>		
d. Combine words and images to make meaning.		
e. Create a story about self and family.		
f. Incorporate story elements in representations.		
g. Demonstrate knowledge of upper and lower case letters; show awareness of the first place position of a capital letter in words; notice the use of punctuation marks and try them out in own communication.		
h. Express ideas and feelings using wood, blocks, clay, and natural materials.		
i. Interpret characters through drawing, talking, play, and drama.		
j. Represent stories through pictures, dictation, physical movement, and play and describe/explain their symbols, pictures, and dramatizations.		

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Level 10 to Kindergarten

<b>Writing</b> Saskatchewan Curriculum, 2010 Specific Outcomes	<i>Canadian Achievement Tests, Fourth Edition (CAT-4)</i>	
	Multiple-Choice Tests	Constructed-Response Tasks
	Spelling	Writing
<i>CCK.3 Use oral language to converse, engage in play, express ideas, and share personal experiences.</i>		
a. Use oral language to engage in exploratory and imaginative play: <ul style="list-style-type: none"> <li>• create play situations</li> <li>• interpret peer’s response to ideas</li> <li>• explain idea for play</li> <li>• play co-operatively with other children</li> <li>• express suggestions given by playmate.</li> </ul>		
b. Use the appropriate strategies to communicate meaning when speaking: <ul style="list-style-type: none"> <li>• find ideas to explore (before)</li> <li>• tell a story about self (during)</li> <li>• add detail (after).</li> </ul>		
c. Use language cues and conventions to construct and communicate meaning when speaking: <ul style="list-style-type: none"> <li>• use and apply the different functions of language (pragmatic)</li> <li>• tell or dramatize stories using own words and appropriate gestures (textual)</li> <li>• use different sentence patterns (syntactic)</li> <li>• manipulate sounds and words in shared, guided, and independent activities (lexical/semantic)</li> <li>• explore sounds and rhymes (graphophonic)</li> <li>• use various tools and techniques to represent ideas (other cues and conventions).</li> </ul>		
d. Converse on personal experiences, preferences, and topics of interest: <ul style="list-style-type: none"> <li>• talk to peers about likes and dislikes</li> <li>• express interest in different topics</li> <li>• share significant items from home and community</li> <li>• relate events to teacher</li> <li>• initiate conversations</li> <li>• ask politely to borrow something</li> <li>• take part in group activities such as circle or story time</li> <li>• share stories in large or small groups</li> <li>• share poems, rhymes, songs, and finger plays.</li> </ul>		

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Level 10 to Kindergarten

<b>Writing</b> Saskatchewan Curriculum, 2010 Specific Outcomes	Canadian Achievement Tests, Fourth Edition (CAT-4)	
	Multiple-Choice Tests	Constructed-Response Tasks
	Spelling	Writing
<i>CCK.4 Create messages using a combination of pictures, symbols, and letters.</i>		
a. Experiment with drawing, scribbling, letters, and temporary spelling to convey ideas.		
b. Use the appropriate strategies to communicate meaning when “writing”: <ul style="list-style-type: none"> <li>• find ideas to explore (before)</li> <li>• tell story about self (during)</li> <li>• add detail (after).</li> </ul>		
c. Use language cues and conventions to construct and communicate meaning when “writing”: <ul style="list-style-type: none"> <li>• use and apply the different functions of language (pragmatic)</li> <li>• tell or dramatize stories using own words and appropriate gestures (textual)</li> <li>• use different sentence patterns (syntactic)</li> <li>• manipulate sounds and words in shared, guided, and independent activities (lexical/semantic)</li> <li>• explore sounds and rhymes (graphophonic)</li> <li>• use various tools and techniques to represent ideas (other cues and conventions).</li> </ul>		
d. Attempt to copy letters or words from the environment (e.g., books, chart paper poems, word wall, name cards, public signs) to express ideas or understanding.		
e. Share experiences, feelings, and thoughts with a scribe.		
f. Write as part of play (e.g., grocery list, parking tickets, menu, signs).		
g. Tell others about the intended meaning of drawings and writings.		
h. Dictate a story based on a representation that needs to be explained in writing.		

# CAT-4 Match to the Saskatchewan Curriculum

Level 10 to Kindergarten

Mathematics Saskatchewan Curriculum Specific Expectations	Canadian Achievement Tests, Fourth Edition (CAT-4)		
	Multiple-Choice Tests		Constructed-Response Tasks
	Mathematics	Computation and Estimation	Math Processes
<i>Number</i>			
NK.1 1 Say the number sequence by 1s starting anywhere from 0 to 10 and from 10 to 0: a. State the whole number that comes after a given number, nine to zero b. State the whole number that comes before a given number, one to ten c. Recite the whole number names from a given number to a stated number (forward, backward) c. [C, CN, V]	P40 1 P49 4		
NK.2 Recognize, at a glance, and name familiar arrangement of 1 to 5 objects: a. Look briefly at a given familiar arrangement of 1 to 5 objects and identify the whole number that represents the objects without counting b. Identify the whole number that represents an arrangement on a five frame [C, CN, ME, V]			
NK.3 Relate a numeral, 0 to 10, to its respective quantity. numbers. a. Construct/draw a set of objects corresponding to a given numeral b. Identify the number of objects in a set c. Hold up the appropriate number of fingers for a given numeral d. Match numerals with pictorial representations [C, V, R]	P44 2 P50 2		
NK.4 Represent the partitioning of whole numbers (1 to 10) concretely and pictorially. a. Show a whole number in two parts, using fingers, counters, name the number of objects in each part b. Show a number in two part, using pictures, and name the number of objects in each part [C, CN, ME, R, V]			
NK.5 Compare quantities, 0 to 10, using one-to-one correspondence. a. Construct a set to show more than, fewer than, or as many objects as in a given set of objects. b. Compare two sets through direct comparison, and describe the relationship between the sets using words such as: more, fewer, as many as, or the same number [C, CN, V]	P41 3 P43 4 P44 3 P45 4 P46 1 P49 3 P49 5		

# Mathematics

Saskatchewan Curriculum  
Specific Expectations

## Canadian Achievement Tests, Fourth Edition (CAT-4)

### Multiple-Choice Tests

### Constructed-Response Tasks

Mathematics

Computation  
and Estimation

Math Processes

#### Patterns and Relations

PK.1 Demonstrate an understanding of repeating patterns (two/three elements) by:

- identifying
- reproducing
- extending
- creating

patterns using manipulatives, sounds, and actions.  
[C, CN, PS, V]

P46 2  
P50 1  
P51 3  
P53 4

#### Shape and Space

SSK.1 Use direct comparison to compare two object based on a single attribute, such as:

- Length
- Mass
- Volume
- Capacity

[C, CN, PS, R, V]

P40 2  
P42 1  
P42 2  
P43 3  
P44 1  
P47 3  
P48 1  
P51 4  
P52 1  
P52 2  
P53 3  
P54 1  
P54 2  
P54 3  
P55 4  
P56 2  
P57 3

SSK.2 Sort 3-D objects using a single attribute.  
[C, CN, PS, R, V]

P43 5

SSK.3 Build and describe 3-D objects.  
[C, PS, V]