

# TABE 11/12 Language Common Planning Tool for the Multi-level Classroom

## TABE Level E

## TABE Level M

## TABE Level D

## TABE Level A

### DOMAIN: Conventions of Standard English

48% / 19 ?s/ L

44% / 17-18 ?s/ L

44% / 17 ?s/ L

52% / 21 ?s/ L

#### Capitalization

High: 2.L.2 / 3.L.2 / 3.L.2.a

##### TITLES

Capitalize book titles

Capitalize multiple book titles

##### DAYS OF THE WEEK

Capitalize the days of the week

##### HOLIDAYS, PRODUCT & GEOGRAPHIC NAMES

✚Capitalize holidays, product names, and geographic names.

High: 4.L.2.a, 5.L.2.a

##### PROPER NOUNS

Use correct capitalization in common nouns when used as proper nouns

##### ITALICS

Use italics for book titles

#### Punctuation

High: 2.L.2.b / 2.L.2.c / 3.L.2 / 3.L.2.b / 3.L.2.c / 3.L.2.d

##### APOSTROPHES

Form common contractions

Use a possessive apostrophe with common nouns

High: 4.L.2, 4.L.2.a, 4.L.2.b, 4.L.2.c, 4.L.4.Cm 5.L.2, 5.L.S.a, 5.L.2.b, 5.L.2.c, 5.L.2.d

High: 6.L.2.a, 8.L.2.a, 8.L.2.b / Low: 7.L.2.a

High: 9-10.L.2.a, 9-10.L.2.b

##### COMMAS

✚Use commas in addresses, greetings, and closings

Use commas & quotation marks in dialogue.

Use commas with items in a series (single words)

Use commas with introductory prepositional phrases

✚Use a comma to set off the words "yes" and "no" (e.g., Yes, thank you.); to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?); and to indicate direct address (e.g., Is that you, Steve?)

Use commas in longer compound sentences

Use commas to set off nonrestrictive clause in more complex text

Identify a sentence with a comma error

Identify multiple sentences with comma errors

✚Use commas & quotation marks to mark direct speech and quotations from a text.

Use commas with parenthetical phrases

Identify commas to set off nonrestrictive clauses

Use commas to set off nonrestrictive clauses

✚Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old [,] green shirt.

##### QUESTION MARKS

Use quotation marks with a line of dialogue

Use quotation marks with multiple lines of dialogue

##### QUOTATION MARKS

Use commas & quotation marks to mark direct speech and quotations from a text.

##### COLONS

Use and identify correct usage of colons when used in simple sentences and when used with quotations

Use and identify correct usage of colons embedded in paragraphs

Use and identify correct usage of semicolons in compound-complex sentences

##### SEMICOLONS

Use and identify correct usage of semicolons in compound-complex sentences

##### ELLIPSIS/DASHES

Use an ellipsis in a sentence with omitted text or pauses

Use multiple forms of punctuation - ellipses or dashes - to indicate a pause

#### Parts of Speech

High: 2.L.1.a, 2.L.1.b, 2.L.1.c, 2.L.1.d, 3.L.1.a, 3.L.1.b, 3.L.1.c, 3.L.1.d, 3.L.1.e, 3.L.1.g

##### IDENTIFY PARTS OF SPEECH

Identify parts of speech

##### NOUNS

Use irregular nouns

Use nouns with irregular plurals

Use abstract nouns

✚Use collective nouns (e.g., group)

High: 4.L.1, 4.L.1.a, 4.L.1.b, 4.L.1.c, 4.L.1.d, 4.L.1.e / Medium: 5.L.1.a, 5.L.1.b, 5.L.1.c, 5.L.1.d

##### PREPOSITIONS

Identify prepositional phrases

High: 6.L.1.a, 6.L.1.b, 6.L.1.c, 6.L.1.d / Medium: 8.L.1.b, 8.L.1.c, 8.L.1.d / Low: 7.L.1.c

N/A

##### PRONOUNS

Use reflexive pronouns	<ul style="list-style-type: none"> <li>Make corrections to ambiguous pronoun usage</li> <li>Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).</li> </ul>	<ul style="list-style-type: none"> <li>Make corrections to ambiguous pronoun usage</li> <li>Identify shifts in subject pronouns</li> <li>Use possessive pronouns correctly (agreement in number and gender)</li> <li>Use intensive pronouns (e.g., myself, ourselves)</li> </ul>
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VERBS		
Use the past tense of regular and irregular verbs	Maintain the correct verb tense	<ul style="list-style-type: none"> <li>Explain the function of verbals (gerunds, participials, infinitives) in general and their function in particular sentences)</li> </ul>
<ul style="list-style-type: none"> <li>Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses</li> </ul>	Identify the use of passive voice.	
		Make revisions to sentences using the passive voice
		Maintain parallel use of verb mood

ADJECTIVES		
Use comparative adjectives	Use conventional adjective order in more complex sentences	Identify a single sentence with coordinate adjectives
Use multiple comparative adjectives	Use conventional adjective order across multiple sentences	
	Identify multiple sentences with coordinate adjectives	
		Identify coordinate adjectives in multiple, more complex sentences

ADVERBS	MODIFIERS	
<ul style="list-style-type: none"> <li>Use multiple comparative adverbs</li> </ul>	<ul style="list-style-type: none"> <li>Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).</li> </ul>	Identify multiple sentences with misplaced modifiers
		Identify multiple sentences with errors (modifying words and/or phrases)

Sentence Structure			
High: 2.L.1.f, 3.L.1.h, 3.L.1.i	High: 4.L.1.f, 4.L.2.c / Medium: 5.L.1.e	High: 8.L.2.a, 8.L.2.b, Low: 7.L.1.a, 7.L.1.b	High: 9-10.L.1.a

COMBINING SENTENCES			
Combine simple sentences		<ul style="list-style-type: none"> <li>Explain the function of phrases and clauses in general and their function in specific sentences.</li> </ul>	Combine multiple simple sentences, maintaining parallel structure
Combine longer simple sentences			Combine multiple sentences, maintaining parallel structure
Combine longer simple sentences using coordinating conjunctions			

SENTENCE TYPES		PARALLEL STRUCTURE	
Identify sentence types		Identify sentences with parallel structure errors	
SENTENCE FRAGMENTS		Identify multiple sentences embedded in a longer passage with parallel structure errors	
Recognize a sentence fragment within a paragraph			
Recognize multiple sentence fragments within a paragraph			
Recognize longer sentence fragments		OMITTED TEXT OR PAUSES	
		Identify multiple sentences with omitted text or pauses	

Conventions of Usage			
High: 3.L.1, 3.L.1.f	Medium: 5.L.1.a	High: 6.L.1.e	High: 9-10.L.1, 9-10.L.1.b

AGREEMENT		USAGE ERRORS	
Maintain pronoun-antecedent agreement	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.	Revise sentences to correct usage errors	Revise a sentence to correct usage errors
Maintain agreement in number of reflexive pronouns			Revise a sentence in multiple ways to correct usage errors
		VARIATIONS OF STANDARD ENGLISH	
		<ul style="list-style-type: none"> <li>Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.</li> </ul>	
		ADDING MEANING	
		<ul style="list-style-type: none"> <li>Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent: noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.</li> </ul>	

Spelling			
High: 2.L.2.d, 3.L.2.e, 3.L.2.f	High: 4.L.2.d, 5.L.2.e	High: 6.L.2.b, 7.L.2.b, 8.L.2.c	High: 9-10.L.2.c

Spell			
Spell common words correctly	Spell correctly (more complex tier 1 words)		Spell correctly (tier 2)
Use spelling patterns to identify correctly spelled words	Spell correctly (words with foreign origin)		
Use vowel-sound spelling patterns and resources to spell correctly		Spell correctly (words with silent letters)	
		Identify multiple embedded spelling errors	

Reference Materials
High: 2.L.2.e, 3.L.2.g
DICTIONARIES / GLOSSARIES
<ul style="list-style-type: none"> <li>Consult reference materials, including beginning dictionaries, as needed to check and correct spelling.</li> </ul>

Word Structure
N/A
AFFIXES & ROOTS
Determine the meaning of a root word
Word Usage

High: 4.L.1.g
<b>COMMONLY CONFUSED WORDS</b>
Use more complex commonly confused words
<b>DOMAIN: Knowledge of Language</b>
<b>5%/ 2 ?s/ L</b>
<b>Expand, Combine, Reduce Sentences</b>
Medium: 5.L.3.a
✚Expand, combine, and reduce sentences for meaning, reader/listener interest, and style
<b>Variations of Standard English</b>
Medium: 5.L.3.b
✚Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.

<b>10%/ 4 ?s/ L</b>
<b>Precise Language</b>
Low: 7.L.3.a
Make a word-level revision to a sentence to use precise language
Make a sentence-level revision to use precise language
Make a sentence-level revision to a paragraph to use precise language
<b>Tone &amp; Style</b>
Low: 6.L.3.a, 6.L.3.b
Combine sentences while maintaining style
Combine sentences with prepositional phrases and dependent clauses while maintaining style
Revise a paragraph to maintain style
Revise a paragraph to maintain tone
<b>Clarity</b>
Low: 7.L.3.a
Revise compound-complex sentences to improve clarity

**DOMAIN: Vocabulary Acquisition & Use**

<b>22%/ 7 ?s/ L</b>
High: 2.L.4.b, 2.L.4.c
Use prefixes to determine a word meaning
Determine the meaning of a common root word
Determine the meaning of lesson common root words
<b>Similar Meanings</b>
Low: 3.L.5.c
Select words with similar meanings
<b>Signal Contrast</b>
High: 2.L.4
✚Use words to signal contrast in more complex sentences

<b>26%/ 5-6 ?s/ L</b>
High: 4.L.4.b
Determine the meaning of a prefix
<b>Low: 5.L.6</b>
Use words to signal contrast in basic sentences
Use words to signal contrast in more complex sentences

<b>26%/ 6 ?s/ L</b>
High: 6.L.4.b
Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible)

<b>23%/ 4 ?s/ L</b>
Medium: 11-12.L.4.b
✚Identify and correctly use pattern of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable)

<b>High: 2.L.4.a, 2.L.4.d / Low: 3.L.5, 3.L.5.a, 3.L.5.b</b>
✚Use sentence-level context as a clue to the meaning of a word or phrase.
✚Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, bookshelf, notebook, bookmark)
✚Distinguish the literal and non-literal meaning of words and phrases in context (e.g., Take steps.)
✚Select the definition of more complex word used in context
✚Identify real-life connections between words and their use (e.g., Describe people who are friendly or helpful.)
<b>Multiple Meaning words</b>
High: 2.L.4.e
Use a resource to determine the meaning of a multiple meaning word

<b>High: 4.L.4.a</b>
Use context to support a word's meaning
Identify the context clues used to determine a word's meaning
Select a definition of a word used in context
Select the definition of more complex word used in context

<b>High: 6.L.4.a, 6.L.4.d</b>
Determine the meaning of tier 1 words in context
Determine the meaning of tier 2 words in context
Determine the meaning of less common tier 2 words in context

<b>Medium: 11-12.L.4.a, 11-12.L.4.d</b>
<b>Multiple Meaning words</b>
High: 6.L.4.d
N/A
Determine the meaning of less common multiple-meaning words
Differentiate between the nuanced meaning of multiple meaning words
<b>Modifiers</b>
N/A
Identify multiple sentences with errors (modifying words and/or phrases)

<b>Adjectives</b>
High: 2.L.4.e
Use adjectives correctly

<b>Modifiers</b>
N/A
Use modifying words and phrases correctly
<b>Precise Language</b>
Medium: 4.L.6, 5.L.6
Make word-level revisions to a sentence using a precise word

<b>Word Choice</b>
Medium: 8.L.6
Make a word choice selection based on word meanings

<b>Medium: 11-12.L.4.a, 11-12.L.4.d, 11-12.L.6</b>
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✚ Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.

Revise an introductory sentence of an opinion paragraph

Revise the introductory paragraph of an argumentative or informational paragraph

✚ Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons and evidence.

Add an introduction to an opinion paragraph

Add an introductory sentence to an argumentative or informational paragraph

**DETAILS**

Add multiple details to an opinion paragraph

**EVIDENCE**

Add evidence to an opinion paragraph

Add supporting evidence to an opinion paragraph

**EVIDENCE**

Add supporting evidence to argumentative paragraph

Add evidence to a more complex opinion paragraph

**CLAIMS & COUNTERCLAIMS**

Add support for a claim in an argumentative paragraph

Use evidence to support a claim

Use multiple pieces of evidence to support a claim

Add support for a stated claim

Revise multiple sentences of an argumentative paragraph to address the counterclaim

Use multiple pieces of evidence to support a claim

Revise an argumentative paragraph to address the counterclaim

**CONCLUSIONS**

Add a concluding sentence to an opinion paragraph

**CONCLUSIONS**

Add a concluding sentence to an argumentative or informational paragraph

Revise the conclusion for clarity in an argumentative text

Add a concluding sentence to a more complex opinion paragraph

Revise a concluding sentence in an opinion passage

Add multiple concluding sentences to an opinion paragraph

Add multiple concluding sentences to an opinion paragraph

**LINKING WORDS**

Use a linking word in an opinion paragraph

**TRANSITIONAL WORDS, PHRASES, SENTENCES**

✚ Use transitional words in an opinion paragraph

Use transitional words or phrases

Use sentence-level transitional words in an argumentative text

Use a linking word in a more complex opinion paragraph

✚ Add a transitional sentence to an opinion paragraph

Use sentence-level transitional phrases in an argumentative text

Use multiple linking words in an opinion paragraph

✚ Use transitional words or phrases

**PRECISE LANGUAGE**

**CLARITY**

✚ Make word-level revisions to more complex sentences using a precise word.

Revise a sentence using precise language

Revise the introductory paragraph to improve clarity

Revise multiple sentences using precise language

Revise multiple sentences of an introductory paragraph to improve clarity

**TONE & STYLE**

Make a sentence-level revision to maintain the tone in an argumentative text