

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"> Make corrections to ambiguous pronoun usage Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why). | <ul style="list-style-type: none"> Make corrections to ambiguous pronoun usage Identify shifts in subject pronouns Use possessive pronouns correctly (agreement in number and gender) Use intensive pronouns (e.g., myself, ourselves) |
|------------------------|---|--|

| VERBS | | |
|---|------------------------------------|---|
| Use the past tense of regular and irregular verbs | Maintain the correct verb tense | <ul style="list-style-type: none"> Explain the function of verbals (gerunds, participials, infinitives) in general and their function in particular sentences) |
| <ul style="list-style-type: none"> Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses | 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"> Use multiple comparative adverbs | <ul style="list-style-type: none"> Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why). | 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"> Explain the function of phrases and clauses in general and their function in specific sentences. | 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"> Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. | |
| | | ADDING MEANING | |
| | | <ul style="list-style-type: none"> 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. | |

| 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"> Consult reference materials, including beginning dictionaries, as needed to check and correct spelling. |

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

| | |
|--|--|
| High: 4.L.1.g | |
| COMMONLY CONFUSED WORDS | |
| Use more complex commonly confused words | |
| DOMAIN: Knowledge of Language | |
| 5%/ 2 ?s/ L | 10%/ 4 ?s/ L |
| Expand, Combine, Reduce Sentences | Precise Language |
| Medium: 5.L.3.a | Low: 7.L.3.a |
| ✦ Expand, combine, and reduce sentences for meaning, reader/listener interest, and style | Make a word-level revision to a sentence to use precise language |
| Variations of Standard English | Make a sentence-level revision to use precise language |
| Medium: 5.L.3.b | Make a sentence-level revision to a paragraph to use precise language |
| ✦ Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems. | Tone & Style |
| | 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 |
| | Clarity |
| | Low: 7.L.3.a |
| | Revise compound-complex sentences to improve clarity |

| | | | |
|--------------|----------------|--------------|--------------|
| 22%/ 7 ?s/ L | 26%/ 5-6 ?s/ L | 26%/ 6 ?s/ L | 23%/ 4 ?s/ L |
|--------------|----------------|--------------|--------------|

| | | | |
|--|--|--|--|
| Affixes & Roots | | | |
| High: 2.L.4.b, 2.L.4.c | High: 4.L.4.b | High: 6.L.4.b | Medium: 11-12.L.4.b |
| Use prefixes to determine a word meaning | Determine the meaning of a prefix | Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible) | ✦ Identify and correctly use pattern of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable) |
| Determine the meaning of a common root word | | | |
| Determine the meaning of lesson common root words | | | |
| Similar Meanings | | | |
| Low: 3.L.5.c | | | |
| Select words with similar meanings | | | |
| Signal Contrast | | | |
| High: 2.L.4 | Low: 5.L.6 | | |
| ✦ Use words to signal contrast in more complex sentences | Use words to signal contrast in basic sentences | | |
| | Use words to signal contrast in more complex sentences | | |

| | | | |
|--|---|--|----------------------------------|
| Context Clues | | | |
| High: 2.L.4.a, 2.L.4.d / Low: 3.L.5, 3.L.5.a, 3.L.5.b | High: 4.L.4.a | High: 6.L.4.a, 6.L.4.d | Medium: 11-12.L.4.a, 11-12.L.4.d |
| ✦ Use sentence-level context as a clue to the meaning of a word or phrase. | Use context to support a word's meaning | | |
| ✦ Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, bookshelf, notebook, bookmark) | Identify the context clues used to determine a word's meaning | | |
| ✦ Distinguish the literal and non-literal meaning of words and phrases in context (e.g., Take steps.) | Select a definition of a word used in context | Determine the meaning of tier 1 words in context | |
| ✦ Select the definition of more complex word used in context | Select the definition of more complex word used in context | Determine the meaning of tier 2 words in context | |
| ✦ Identify real-life connections between words and their use (e.g., Describe people who are friendly or helpful.) | | Determine the meaning of less common tier 2 words in context | |

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| Multiple Meaning words |
| High: 2.L.4.e |
| Use a resource to determine the meaning of a multiple meaning word |

| | |
|---|-----|
| Multiple Meaning words | |
| 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 | |

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|---|
| Modifiers |
| N/A |
| Use modifying words and phrases correctly |

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| Modifiers |
| N/A |
| Identify multiple sentences with errors (modifying words and/or phrases) |

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|--------------------------|
| Adjectives |
| High: 2.L.4.e |
| Use adjectives correctly |

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| Precise Language |
| Medium: 4.L.6, 5.L.6 |
| Make word-level revisions to a sentence using a precise word |

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|---|---|
| Word Choice | |
| Medium: 8.L.6 | Medium: 11-12.L.4.a, 11-12.L.4.d, 11-12.L.6 |
| Make a word choice selection based on word meanings | |

✚ 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