



TABE 13/14 Skills Crosswalk

Language



Domain **CONVENTIONS OF STANDARD ENGLISH**

Level E

TABE Skill Description	Standard	CCR Standard Description
Combine simple sentences into compound-complex sentences	2.L.1 3.L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
Combine simple sentences using coordinating conjunctions	2.L.1 3.L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
Explain the function of a conjunction	2.L.1 3.L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
Identify the subject of a sentence.	2.L.1 3.L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
Use present and past tense of regular verbs	2.L.1 3.L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
Use abstract nouns	2.L.1 3.L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
Use collective nouns	2.L.1 3.L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
Use comparative adjectives correctly	2.L.1 3.L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
Use conventional adjective order in more complex sentences	2.L.1 3.L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
Use correct spelling with common plural nouns	2.L.1 3.L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
Use more complex commonly confused words	2.L.1 3.L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
Use more complex nouns with irregular plurals	2.L.1 3.L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
Use nouns with irregular plurals	2.L.1 3.L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
Use reflexive pronouns	2.L.1 3.L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
Use the past tense of irregular verbs	2.L.1 3.L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
Use the past tense of regular verbs	2.L.1 3.L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
Capitalize geographic names	2.L.2 3.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
Capitalize magazine article titles	2.L.2 3.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Domain **CONVENTIONS OF STANDARD ENGLISH** (cont)

Level E

TABE Skill Description	Standard	CCR Standard Description
Form common contractions	2.L.2 3.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
Form less-common contractions	2.L.2 3.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
Use a possessive apostrophe with common nouns	2.L.2 3.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
Use commas in addresses	2.L.2 3.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
Use commas in closings of written communication	2.L.2 3.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
Use italics for book titles	2.L.2 3.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
Use quotation marks with a line of dialogue	2.L.2 3.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
Use vowel-sound spelling patterns and resources to spell correctly	2.L.2 3.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Domain **KNOWLEDGE OF LANGUAGE AND VOCABULARY**

Level E

TABE Skill Description	Standard	CCR Standard Description
Use context to select appropriate adjectives	2.L.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
Use context to select appropriate verbs	2.L.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
Determine the meaning of a word based on its parts	2.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from an array of strategies.
Identify meaning of common nouns	2.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from an array of strategies.
Determine the meaning of a common word based on context	2.L.4.a	Use sentence-level context as a clue to the meaning of a word or phrase.
Use prefixes to determine word meanings	2.L.4.b	Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., <i>happy/unhappy</i> , <i>tell/retell</i>).

Domain **KNOWLEDGE OF LANGUAGE AND VOCABULARY** (cont) Level E

TABE Skill Description	Standard	CCR Standard Description
Use root words to determine the meaning of common words	2.L.4.c	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>addition</i> , <i>additional</i>).
Use reference materials to determine the meaning of a tier 1 multiple-meaning word	2.L.4.e	Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.
Choose sentences that use the most precise language	3.L.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
Determine when to use formal and informal language	3.L.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
Use complete sentences for effect	3.L.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
Use words for effect in basic paragraphs	3.L.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
Use words and phrases in basic sentences for effect	3.L.3.a	Choose words and phrases for effect.
Use words and phrases to provide detail in a sentence or sentences	3.L.3.a	Choose words and phrases for effect.
Use words in basic sentences for effect	3.L.3.a	Choose words and phrases for effect.
Use words that provide a description in context	3.L.3.a	Choose words and phrases for effect.
Determine the meaning of a less-common word based on context	3.L.4.a	Use sentence-level context as a clue to the meaning of a word or phrase.
Use words with similar meanings	3.L.5.c	Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., <i>knew</i> , <i>believed</i> , <i>suspected</i> , <i>heard</i> , <i>wondered</i>).
Use spatial words in multiple sentences across a paragraph	3.L.6	Acquire and use accurately grade-appropriate conversational, general academic, and domain specific words and phrases, including those that signal spatial and temporal relationships (e.g., <i>After dinner that night we went looking for them</i>).
Use words and phrases to signal temporal relationships	3.L.6	Acquire and use accurately grade-appropriate conversational, general academic, and domain specific words and phrases, including those that signal spatial and temporal relationships (e.g., <i>After dinner that night we went looking for them</i>).
Use words to signal a relationship between ideas	3.L.6	Acquire and use accurately grade-appropriate conversational, general academic, and domain specific words and phrases, including those that signal spatial and temporal relationships (e.g., <i>After dinner that night we went looking for them</i>).

TABE Skill Description	Standard	CCR Standard Description
Identify evidence that supports a claim in a basic opinion paragraph	3.W.1.b	Provide reasons that support the opinion.
Use linking words in a basic opinion paragraph	3.W.1.c	Use linking words and phrases (e.g., <i>because, therefore, since, for example</i>) to connect opinion and reasons.
Add a conclusion to a basic opinion paragraph	3.W.1.d	Provide a concluding statement or section.
Differentiate between facts and opinion in an informational paragraph	3.W.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
Add an introduction to a basic informational paragraph about a common topic	3.W.2.a	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
Add an introduction to a basic informational paragraph about a complex topic	3.W.2.a	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
Add details to a basic informational paragraph	3.W.2.b	Develop the topic with facts, definitions, and details.
Add details to a moderately complex informational paragraph about a lesser known topic	3.W.2.b	Develop the topic with facts, definitions, and details.
Use linking words in a basic informational paragraph	3.W.2.c	Use linking words and phrases (e.g., <i>also, another, and, more, but</i>) to connect ideas within categories of information.
Use linking words in a basic informational paragraph about a lesser-known topic	3.W.2.c	Use linking words and phrases (e.g., <i>also, another, and, more, but</i>) to connect ideas within categories of information.
Add a conclusion to a basic informational paragraph	3.W.2.d	Provide a concluding statement or section.
Add a conclusion to a basic narrative paragraph	2.W.3	Write narratives in which they recount a well elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
Add details to a basic narrative paragraph	2.W.3	Write narratives in which they recount a well elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
Add details to a more complex narrative paragraph	2.W.3	Write narratives in which they recount a well elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

TABE Skill Description	Standard	CCR Standard Description
Use linking words in a basic narrative paragraph	2.W.3	Write narratives in which they recount a well elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
Use multiple temporal words in a basic narrative paragraph	2.W.3	Write narratives in which they recount a well elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
Revise supporting evidence in an opinion paragraph	3.W.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

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