



TABE 13/14 Skills Crosswalk

Language



Domain **CONVENTIONS OF STANDARD ENGLISH**

Level **M**

TABE Skill Description	Standard	CCR Standard Description
Combine simple sentences using a correlative conjunction	4.L.1 5.L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
Explain the function of a conjunction	4.L.1 5.L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
Identify correct usage of relative pronouns	4.L.1 5.L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
Maintain the correct verb tense for common words	4.L.1 5.L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
Maintain the correct verb tense in more complex words	4.L.1 5.L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
Revise advanced compound-complex sentences to improve clarity	4.L.1 5.L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
Use basic commonly confused words	4.L.1 5.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	4.L.1 5.L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
Use more complex commonly confused words	4.L.1 5.L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
Use relative pronouns within a sentence	4.L.1 5.L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
Make a sentence-level revision in a complex sentence to use precise language	4.L.1 5.L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
Explain the function of an ellipsis in a sentence with omitted text or pauses	4.L.2 5.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
Use commas and quotation marks in dialogue	4.L.2 5.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
Use commas in compound sentences	4.L.2 5.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
Use commas in longer compound sentences	4.L.2 5.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
Use commas with introductory prepositional phrases	4.L.2 5.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

TABE Skill Description	Standard	CCR Standard Description
Use commas with single-word items in a series	4.L.2 5.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
Use correct capitalization	4.L.2 5.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
Use correct spelling with complex tier 2 words	4.L.2 5.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
Use correct spelling with tier 1 words	4.L.2 5.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
Use italics for book titles	4.L.2 5.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

TABE Skill Description	Standard	CCR Standard Description
Combine simple sentences using dependent clauses	4.L.3	Use knowledge of language and its conventions.
Choose sentences that use the most precise language	4.L.3.a	Choose words and phrases to convey ideas precisely.
Make word-level revisions to a complex sentence using a precise word	4.L.3.a	Choose words and phrases to convey ideas precisely.
Make word-level revisions to a simple sentence using a precise word	4.L.3.a	Choose words and phrases to convey ideas precisely.
Combine complex sentences using dependent clauses	5.L.3.a	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
Combine longer sentences using a correlative conjunction	5.L.3.a	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
Choose punctuation for effect	4.L.3.b	Choose punctuation for effect
Determine when to use formal and informal language	4.L.3.c	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
Identify sentences that use informal language	4.L.3.c	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
Use language appropriate to intended audience	4.L.3.c	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).

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

TABE Skill Description	Standard	CCR Standard Description
Determine the word or phrase that provides context for a word's meaning	4.L.4 5.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.
Determine the meaning of high-level words and use the words within context	5.L.4.a	Use context (e.g., definitions, examples, restatements, cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
Determine the meaning of tier 2 words in context	5.L.4.a	Use context (e.g., definitions, examples, restatements, cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
Determine the meaning of a root word	4.L.4.b 5.L.4.b	Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>telegraph</i> , <i>autograph</i> , <i>photograph</i> , <i>photosynthesis</i>).
Use root words to determine the meaning of less common words	4.L.4.b 5.L.4.b	Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>telegraph</i> , <i>autograph</i> , <i>photograph</i> , <i>photosynthesis</i>).
Use reference materials to determine the precise meaning of tier 1 words	4.L.4.c	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of keywords and phrases.
Use reference materials to determine the precise meaning of tier 2 words	5.L.4.c	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of keywords and phrases.
Use reference materials to choose the most precise word from similar-meaning words	4.L.4.c 5.L.4.c	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of keywords and phrases.
Use reference materials to determine words that fit the context of a sentence	4.L.4.c 5.L.4.c	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of keywords and phrases.
Select more complex tier 1 words with similar meanings	5.L.5.c	Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
Use words to signal a relationship between ideas	4.L.6 5.L.6	Acquire and use accurately level-appropriate general academic and domain-specific words and phrases, including those that: signal precise actions, emotions, or states of being, are basic to a particular topic, signal contrast, addition, and other logical relationships.

TABE Skill Description	Standard	CCR Standard Description
Add an introduction or a conclusion to a moderately complex opinion paragraph	5.W.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
Revise an introduction of a moderately complex opinion paragraph	5.W.1.a	Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.
Add support for a counterclaim in an argumentative or informational paragraph	5.W.1.b	Provide logically ordered reasons that are supported by facts and details.
Add supporting evidence to a moderately complex opinion paragraph	5.W.1.b	Provide logically ordered reasons that are supported by facts and details.
Add a transitional sentence to a moderately complex opinion paragraph	5.W.1.c	Link opinion and reasons using words, phrases, and clauses (e.g., <i>consequently</i> , <i>specifically</i>).
Use a transitional word in a moderately complex opinion paragraph	5.W.1.c	Link opinion and reasons using words, phrases, and clauses (e.g., <i>consequently</i> , <i>specifically</i>).
Add a conclusion to a moderately complex opinion paragraph about a lesser-known topic	5.W.1.d	Provide a concluding statement or section related to the opinion presented.
Add a conclusion to a more complex opinion paragraph	5.W.1.d	Provide a concluding statement or section related to the opinion presented.
Revise supporting evidence in an opinion paragraph	5.W.1.b	Provide logically ordered reasons that are supported by facts and details.
Add an introduction or a conclusion to a moderately complex informational paragraph	4.W.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
Revise a conclusion of a moderately complex informational paragraph	4.W.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
Group related details in a logical order within a paragraph	4.W.2.a	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
Add details to a moderately complex informational paragraph	4.W.2.b	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
Add details to a moderately complex informational paragraph about a lesser known topic	4.W.2.b	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
Use transitional words or phrases within a moderately complex paragraph	4.W.2.c	Link ideas within categories of information using words and phrases (e.g., <i>another</i> , <i>for example</i> , <i>also</i> , <i>because</i>).
Use transitional words to combine or connect sentences in an informational paragraph	4.W.2.c	Link ideas within categories of information using words and phrases (e.g., <i>another</i> , <i>for example</i> , <i>also</i> , <i>because</i>).
Add a conclusion to a more complex informational paragraph	4.W.2.e	Provide a concluding statement or section related to the information or explanation presented.

**To learn more about TABE 13&14
call 800.538.9547 or visit www.TABEtest.com.**

