



TABE 13/14 Skills Crosswalk

Reading



Domain **KEY IDEAS AND DETAILS**

Level **M**

| TABE Skill Description | Standard | CCR Standard Description |
|-------------------------------------------------------------------------------------|------------------|----------------------------------------------------------------------------------------------------------------------------------|
| Use evidence to support the determination of main idea in a moderately complex text | 4.RI.1 | Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. |
| Make an inference of a very complex text based on evidence | 4.RI.1 4.RL.1 | Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. |
| Support a stated inference with detail from a slightly complex text | 4.RI.1 4.RL.1 | Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. |
| Support a stated inference with detail from the text | 4.RI.1 4.RL.1 | Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. |
| Support explicitly stated ideas with detail from the text | 4.RI.1 4.RL.1 | Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. |
| Use details to support conclusions regarding connections in a text | 4.RI.1 4.RL.1 | Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. |
| Use details to support inferences regarding connections in a text | 4.RI.1 4.RL.1 | Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. |
| Use evidence to support an inference of a very complex text | 4.RI.1 4.RL.1 | Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. |
| Use evidence to support comparison of points of view | 4.RI.1 4.RL.1 | Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. |
| Use evidence to support determination of point of view in a very complex text | 4.RI.1 4.RL.1 | Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. |
| Quote from a text when explaining what the text says explicitly | 5.RI.1 5.RL.1 | Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. |
| Determine a main idea of a moderately complex text | 4.RI.2 | Determine the main idea of a text and explain how it is supported by key details; summarize the text. |
| Determine the main idea of a slightly complex text | 4.RI.2 | Determine the main idea of a text and explain how it is supported by key details; summarize the text. |
| Determine the main idea of a moderately complex text | 4.RI.2 | Determine the main idea of a text and explain how it is supported by key details; summarize the text. |
| Determine the main idea of a moderately to very complex text | 4.RI.2 | Determine the main idea of a text and explain how it is supported by key details; summarize the text. |
| Use details to support the main idea | 4.RI.2 | Determine the main idea of a text and explain how it is supported by key details; summarize the text. |
| Determine an inferred theme of a text across varying text complexities | 4.RL.2 | Determine a theme of a story, drama, or poem from details in the text; summarize the text. |
| Determine the theme of a text across varying text complexities | 4.RL.2 | Determine a theme of a story, drama, or poem from details in the text; summarize the text. |

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| Identify a detail to include in a summary of a literary text | 4.RL.2 | Determine a theme of a story, drama, or poem from details in the text; summarize the text. |
| Summarize a literary text | 4.RL.2 | Determine a theme of a story, drama, or poem from details in the text; summarize the text. |
| Use details to support the theme | 4.RL.2 | Determine a theme of a story, drama, or poem from details in the text; summarize the text. |
| Identify a detail to include in a summary of a very complex text | 4.RI.2 4.RL.2 | Determine the main idea of a text and explain how it is supported by key details; summarize the text. Determine a theme of a story, drama, or poem from details in the text; summarize the text. |
| Identify key details in a slightly to moderately complex text | 4.RI.2 4.RL.2 | Determine the main idea of a text and explain how it is supported by key details; summarize the text. Determine a theme of a story, drama, or poem from details in the text; summarize the text. |
| Identify key details in a moderately complex text | 4.RI.2 4.RL.2 | Determine the main idea of a text and explain how it is supported by key details; summarize the text. Determine a theme of a story, drama, or poem from details in the text; summarize the text. |
| Describe an explicit connection between ideas in a slightly complex text | 4.RI.3 | Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. |
| Describe an explicit connection between ideas in a moderately complex text | 4.RI.3 | Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. |
| Explain an idea based on explicitly stated details | 4.RI.3 | Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. |
| Explain sequence of an event in a very complex text | 4.RI.3 | Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. |
| Use details to describe a connection between ideas | 4.RI.3 | Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. |
| Use details to describe an explicit connection between ideas | 4.RI.3 | Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. |
| Use details to support basic inferences regarding connections in a text | 4.RI.3 | Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. |

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| Determine the meaning of a tier 1 word in context | 5.RI.4 | Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a topic or subject area. |
| Determine the meaning of a more difficult tier 1 word in context | 5.RI.4 | Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a topic or subject area. |
| Determine the meaning of a tier 2 term using passage-level context | 5.RI.4 | Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a topic or subject area. |
| Determine the meaning of a tier 2 word in context | 5.RI.4 | Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a topic or subject area. |
| Determine the meaning of common idioms in context | 5.RL.4 | Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. |
| Determine the meaning of figurative language (sentence level) | 5.RL.4 | Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. |
| Analyze the function of a section of text (very complex text) | 4.RI.5 | Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text. |
| Describe the structure of a moderately complex text | 4.RI.5 | Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text. |
| Describe the structure of a moderately to very complex text | 4.RI.5 | Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text. |
| Describe the structure of a section of moderately to very complex text | 4.RI.5 | Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text. |
| Describe the structure of a section of slightly to moderately complex text | 4.RI.5 | Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text. |
| Use evidence to support comparisons of the structure of moderately to very complex texts | 5.RI.5 | Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts. |
| Compare the point of view across multiple texts on the same topic | 5.RI.6 | Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. |
| Compare points of view between multiple moderately complex texts on the same topic | 5.RI.6 | Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. |
| Describe how a different narrative point of view would influence how events are described | 5.RL.6 | Describe how a narrator's or speaker's point of view influences how events are described. |
| Describe how narrative point of view influences how events are described | 5.RL.6 | Describe how a narrator's or speaker's point of view influences how events are described. |
| Describe how narrative point of view influences how events are described in slightly complex text | 5.RL.6 | Describe how a narrator's or speaker's point of view influences how events are described. |

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| Describe how narrative point of view influences how events are described in moderately complex text | 5.RL.6 | Describe how a narrator's or speaker's point of view influences how events are described. |
| Use details to support determination of how events are described | 5.RL.6 | Describe how a narrator's or speaker's point of view influences how events are described. |
| Determine the point of view in a very complex text | 5.RL.6 | Describe how a narrator's or speaker's point of view influences how events are described. |

Domain **INTEGRATION OF KNOWLEDGE AND IDEAS**

| TABE Skill Description | Standard | CCR Standard Description |
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| Use simple graphics to support understanding of text | 4.RI.7 | Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. |
| Explain the connection between text and moderately complex graphics | 4.RI.7 | Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. |
| Explain the connection between very complex text and graphics | 4.RI.7 | Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. |
| Integrate information from very complex text and a moderately complex graphic | 4.RI.7 | Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. |
| Analyze how the author responds to conflicting evidence in a very complex text | 5.RI.8 | Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). |
| Explain the author's use of evidence to support an idea in moderately complex text | 5.RI.8 | Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). |
| Use evidence to support the explanation of an author's point about a section of text | 5.RI.8 | Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). |
| Integrate information from two texts on the same topic to identify a shared idea | 5.RI.9 | Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. |
| Integrating information from two texts on the same topic to draw a conclusion | 5.RI.9 | Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. |

| TABE Skill Description | Standard | CCR Standard Description |
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| Consistently read unfamiliar multisyllabic words without context | 4.RF.3 | Know and apply grade-level phonics and word analysis skills in decoding words. |
| Inconsistently read unfamiliar multisyllabic words in context | 4.RF.3 | Know and apply grade-level phonics and word analysis skills in decoding words. |
| Inconsistently read unfamiliar multisyllabic words without context | 4.RF.3 | Know and apply grade-level phonics and word analysis skills in decoding words. |
| With some consistency read unfamiliar multisyllabic words in context | 4.RF.3 | Know and apply grade-level phonics and word analysis skills in decoding words. |

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

