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: Convention	s of Standard English	
48%/ 19 ?s/ L	44%/ 17-18 ?s/ L	44%/ 17 ?s/ L	52%/ 21 ?s/ L
Capital			
High: 2.L.2 / 3.L.2 / 3.L.2.a	High: 4.L.2.a, 5.L.2.a		
TITLES	PROPER NOUNS		
Capitalize book titles	Use correct capitalization in common nouns when used as proper nouns		
Capitalize multiple book titles	ITALICS		
DAYS OF THE WEEK	Use italics for book titles		
Capitalize the days of the week			
HOLIDAYS, PRODUCT & GEOGRAPHIC NAMES			
◆Capitalize holidays, product names, and geographic names.	Dunet	uation	
	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,		
High: 2.L.2.b / 2.L.2.c / 3.L.2 / 3.L.2.b / 3.L.2.c / 3.L.2.d	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
APOSTROPHES			
Form common contractions			
Use a possessive apostrophe with common nouns			
	COMMAS		
◆Use commas in addresses, greetings, and closings	Use commas with items in a series (single words)		
Use commas & quotation marks in dialogue.	Use commas with introductory prepositional phrases	Use commas with parenthetical 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?)	Identify commas to set off nonrestrictive clauses	
	Use commas in longer compound sentences	Use commas to set off nonrestrictive clauses	
	Use commas to set off nonrestri	ctive clause in more complex text	
	Identify a sentence with a comma error	◆Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old [,] green shirt.	
	Identify multiple sentences with comma errors +Use commas & quotation marks to mark direct speech and quotations from a text.		
QUESTION MARKS	QUOTATION MARKS	COL	ONS
Use quotation marks with a line of dialogue	Use commas & quotation marks to mark direct speech and quotations from a	Use and identify correct usage of colons when used	in simple sentences and when used with quotations
	text.	Use and identify correct usage of colons when used in simple sentences and when used with quotations	
Use quotation marks with multiple lines of dialogue		Ose and identity correct usage o	f 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	
	Porte 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,	High: 4.L.1, 4.L.1.a, 4.L.1.b, 4.L.1.c, 4.L.1.d, 4.L.1.e /	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,	
3.L.1.e, 3.L.1.g	Medium: 5.L.1.a, 5.L.1.b, 5.L.1.c, 5.L.1.d	8.L.1.d / Low: 7.L.1.c	N/A
IDENTIFY PARTS OF SPEECH	PREPOSITIONS		
Identify parts of speech	Identify prepositional phrases		
NOUNS			
Use irregular nouns			
Use nouns with irregular plurals			
Use abstract nouns			
◆Use collective nouns (e.g., group)	PRONOUNS		
	PRUNUUNS		

	nt -		
Use reflexive pronouns	♣Make corrections to ambiguous pronoun usage ♣Use relative pronouns (who, whose, whom, which, that) and relative adverbs	Make corrections to ambiguous pronoun usage	
	(where, when, why).	Identify shifts in subject pronouns	
		Use possessive pronouns correctly (agreement in number and gender)	
		◆Use intensive pronouns (e.g., myself, ourselves)	
	WEDDE		
	VERBS	◆Explain the function of verbals (gerunds, participials, infinitives) in general	
Use the past tense of regular and irregular verbs	Maintain the correct verb tense	and their function in particular sentences)	
♣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		
Use multiple comparative adjectives	Use conventional adjective order across multiple sentences	Identify a single sentence with coordinate adjectives	
	loentry mutuple sentence	with coordinate adjectives	
		Identify coordinate adjectives in multiple, more complex sentences	
ADV		МОДІ	FIERS
+ Use multiple comparative adverbs	+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		◆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 sentence	s using coordinating conjunctions		
	SENTEN		
		itence types	TOUGTURE
	SENTENCE FRAGMENTS	PARALLEL STRUCTURE Identify sentences with parallel structure errors	
	Recognize a sentence fragment within a paragraph	identity sentences with	Identify multiple sentences embedded in a longer passage with parallel
	Recognize multiple sentence fragments within a paragraph		structure errors
	Recognize longer sentence fragments	OMITTED TEXT OR PAUSES	
	0	Identify multiple sentences with omitted text or pauses	
Hi-h- 214 2146		ns of Usage	Winter 0 40 L4 0 40 L4 h
High: 3.L.1, 3.L.1.f AGREEMENT	Medium: 5.L.1.a	High: 6.L.1.e USAGE ERRORS	High: 9-10.L.1, 9-10.L.1.b
	Explain the function of conjunctions, prepositions, and interjections in general		
Maintain pronoun-antecedent agreement	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	ADDING MEANING
		◆Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in	 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
		conventional language.	or presentations.
	Spe	lling	
High: 2.L.2.d, 3.L.2.e, 3.L.2.f		High: 6.L.2.b, 7.L.2.b, 8.L.2.c	High: 9-10.L.2.c
	High: 4.L.2.d, 5.L.2.e	High: 6.L.Z.D, 7.L.Z.D, 8.L.Z.C	riigii. 5 Iolele
		ell	riigii. 9 Iolii Ii
Spell common words correctly	Spell correctly (more	complex tier 1 words)	Spell correctly (tier 2)
Spell common words correctly Use spelling patterns to identify correctly spelled words	Spell correctly (more	ell	_
	Spell correctly (more	complex tier 1 words)	Spell correctly (tier 2)
Use spelling patterns to identify correctly spelled words	Spell correctly (more	ell complex tier 1 words) s with foreign origin)	Spell correctly (tier 2) Is with silent letters)
Use spelling patterns to identify correctly spelled words	Spell correctly (more	ell complex tier 1 words) s with foreign origin) Spell correctly (words)	Spell correctly (tier 2) Is with silent letters)
Use spelling patterns to identify correctly spelled words Use vowel-sound spelling patterns and resources to spell correctly Reference Materials High: 2.L.2.e, 3.L.2.g	Spell correctly (more Spell correctly (word Structure N/A	ell complex tier 1 words) s with foreign origin) Spell correctly (words)	Spell correctly (tier 2) Is with silent letters)
Use spelling patterns to identify correctly spelled words Use vowel-sound spelling patterns and resources to spell correctly Reference Materials High: 2.L.2.e, 3.L.2.g DICTIONARIES / GLOSSARIES	Spell correctly (more Spell correctly (word Structure	ell complex tier 1 words) s with foreign origin) Spell correctly (words)	Spell correctly (tier 2) Is with silent letters)
Use spelling patterns to identify correctly spelled words Use vowel-sound spelling patterns and resources to spell correctly Reference Materials High: 2.L.2.e, 3.L.2.g	Spell correctly (more Spell correctly (word Structure N/A	ell complex tier 1 words) s with foreign origin) Spell correctly (words)	Spell correctly (tier 2) Is with silent letters)

High: 4.L.1.g		
COMMONLY CONFUSED WORDS		
Use more complex commonly confused words		
DOMAIN: Knowl	edge 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.	rs) used 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	
DOMAIN: Vocabula	ry Acquisition & Use	
26%/ 5-6 ?s/ L	26%/ 6 ?s/ L	
Affixes	& Roots	
High: 4.L.4.b	High: 6.L.4.b	
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)	

		De transport of the state of th	
	DOMAIN: Vessbule	Revise compound-complex sentences to improve clarity ry Acquisition & Use	
22%/ 7 ?s/ L	26%/ 5-6 ?s/ L	26%/ 6 ?s/ L	23%/ 4 ?s/ L
22% I IS/L		& Roots	23% 4 fS L
High, 21.4h 21.4c	High: 4.L.4.b		Medium: 11-12.L.4.b
High: 2.L.4.b, 2.L.4.c	righ: 4.L.4.b	High: 6.L.4.b	Wedium: 11-12.L.4.0
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 differe 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 C	ontrast		
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		
<u> </u>	Use words to signal contrast in more complex sentences		
	Contex	t 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
Multiple Meaning words		Multiple Mea	aning words
High: 2.L.4.e		High: 6.L.4.d	N/A
Use a resource to determine the meaning of a multiple meaning word		Determine the meaning of less co	ommon multiple-meaning words
•		Differentiate between the nuanced meaning of multiple meaning words	
	Modifiers		Modifiers
	N/A		N/A
	Use modifying words and phrases correctly		Identify multiple sentences with errors (modifying words and/or phrase
Adjectives	Precise Language	Word (Choice
High: 2.L.4.e	Medium: 4.L.6, 5.L.6	Medium: 8.L.6	Medium: 11-12.L.4.a, 11-12.L.4.d, 11-12.L.6
		Make a word choice selection	

Use adjectives correctly in more complex sentences	Make word-level revisions to more complex sentences using a precise word		
Temporal Words	Embedded Word Meaning		
Low: 2.L.6 / High: 3.L.6	N/A		
Use beginning and transitional temporal words	Determine the meaning of words embedded in longer passages		
Use temporal words in more complex sentences			
Use temporal words in multiple sentences across a paragraph			
	Reference	Materials	
High: 2.L.4.e	High: 4.L.4.c	High: 6.L.4.c	Medium: 11-12.L.4.c
Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.	◆Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital to find the pronunciation and determine or clarify the precise meaning of key words and phrases.	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital to find the pronunciation or determine or clarify its precise meaning or its part of speech.	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.
Support Main Idea			
High: 3.RI.2			
Use evidence to support determination of a main idea			
Support an explicit main idea with evidence from text			
		ypes & Purposes	
30%/ 19 ?s/ W	25%/ 10 ?s/ W	23%/ 9 ?s/ W	25%/ 9 ?s/ W-WHST
	Informati	onal Text	
High: 3.W.2.a, 3.W.2.b, 3.W.2.c, 3.W.2.d	High: 4.W.2.a, 4.W.2.b, 4.W.2.c, 4.W.2.d, 4.W.2.e	High: 7.W.1.a, 7.W.1.c, 7.W.1.e / Medium: 6-8.WHST.2.a, 6-8.WHST.2.b, 6-8.WHST.2.c, 6-8.WHST.2.d, 6-8.WHST.2.e, 6-8.WHST.2.f	High: 9-10.WHST.2.a, 9-10.WHST.2.b, 9-10.WHST.2.c, 9- 10.WHST.2.d, 9-10.WHST.2.e, 9-10.WHST.2.f / Low: 9-10.W.2.a, 9 10.W.2.b, 9-10.W.2.c, 9-10.W.2.d, 9-10.W.2.e, 9-10.W.2.f
	INTROD	UCTIONS	
Add an introductory sentence	e to an informational paragraph	Add an introductory sentence to an argumentative or informational paragraph.	Revise an informational paragraph to improve the introduction
	Revise an introductory sentence of an informational sentence		
		rgumentative or informational paragraph	
	DET	AILS	
Add a detail to an in	formational paragraph		Add a detail and/or a sentence of support to an informational text
Add details to a more complex informational paragraph	Add a supporting detail to	an informational paragraph	
Add multiple details to an informational paragraph	Use headings to group details in an informational paragraph	Add multiple supporting details to an info. paragraph	
		Add multiple details and/or sentence	s of support to an informational text
	CONCL	JSIONS	And the second s
Add a concluding sentence to an informational paragraph	Revise a conclusion of an informational paragraph	Add a concluding sentence to an argumentative or informational paragraph.	♣ Provide a concluding statement or section that follows from and supports information presented (e.g., articulating, implications, or the significance of topic.)
Add a concluding sentence to a more complex informational paragraph		Add multiple concluding sentences to an informational paragraph	
Add multiple concluding sentences to an informational paragraph			
LINKING WORDS	PRECISE LANGUAGE	CLAR	ITY
Use a linking word in an informational paragraph	Revise a sentence using precise language	Revise the introductory par	agraph to improve clarity
Use a linking word in a more complex informational paragraph	Revise multiple sentences using precise language	Use Precise language and domain-specific vocabulary to inform about or explain the topic.	Make sentence-level revisions to an informational paragraph to improve clar
			Revise multiple sentences of an introductory paragraph to improve clarity
		TRANSITIONAL WORDS, PHRASES, SENTENCES	1
	Use transitional		Add a transitional sentence to an informational paragraph
	Use transitional words to combine sentences within an informational paragraph		Revise an informational passage with multiple paragraph-level transitional
			sentences
	Use a transitional sentence in an informational paragraph		
		TONE &	
		Revise a sentence in an informational paragraph to maintain tone or style	◆Use precise language and domain-specific vocabulary to manage the complexity of the topic.
		Revise multiple sentences of an informational paragraph to maintain tone	 Establish and maintain a formal style and objective tone while attending the norms and conventions of the discipline in which they are writing.
Opinio	on Text	Argumenta	ative Text
High: 3.W.1.a, 3.W.1.b, 3.W.1.c, 3.W.1.d	High: 4.W.2.d, 5.W.1.a, 5.W.1.b, 5.W.1.c, 5.W.1.d	High: 7.W.1.a, 7.W.1.b, 7.W.1.c, 7.2.1.d / Medium: 6-8.WHST.2.a, 6-8.WHST.2.c, 6-8.WHST.2.f	High: 9-10.WHST.1.b, 9-10.WHST.1.c, 9-10.WHST.1.d, 9-10.WHST.1.e, 9-10.WHST.2.e / Medium: 9-10.W.1.a, 9-10.W.1.b, 10.W.1.c, 9-10.W.1.d, 9-10.W.1.e / Low: 9-10.W.2.f, 9-10.WHST.2
INTROD	UCTIONS	INTRODU	CTIONS

◆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		EVIDENCE		
Add evidence to an opinion paragraph	Add supporting evidence to an opinion paragraph	Add supporting evidence to argumentative paragraph		
Add evidence to a more complex opinion paragraph				
		CLAIMS & COU	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		CONCLUSIONS		
Add a concluding sentence to an opinion paragraph		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	TRANSITIONAL WORDS, PHRASES, SENTENCES	TRANSITIONAL WORDS, PHRASES, SENTENCES		
Use a linking word in an opinion paragraph	◆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 p	phrases in an argumentative text	
Use multiple linking words in an opinion paragraph	♣Use transitional words or phrases			
PRECISE LA	NGUAGE	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		ntain the tone in an argumentative text	