

TABE Mastery and Scoreboost for TABE

Language Level E Crosswalk to CCR Standards

Indicator Code	College and Career Readiness Standards: Language	NRP 7181: <i>TABE Mastery Language Level E</i>	NRP 7112: <i>Scoreboost for TABE Language Level E</i>
Conventions of Standard English			
CCR Anchor 1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.			
L.2.1 and 3.1 merge	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.		
L.2.1/3.1a	Use collective nouns (e.g., group).	pp. 19–25	pp. 6–7
L.2.1/3.1 b	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.	pp. 14–18, 19–25	pp. 4–6, 8, 10
L.2.1/3.1c	Form and use regular and irregular plural nouns.	pp. 19–25	pp. 6–7
L.2.1/3.1d	Use reflexive pronouns (e.g., myself, ourselves).		
L.2.1/3.1e	Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).	pp. 19–25	pp. 8–9
L.2.1/3.1f	Use abstract nouns (e.g., childhood).	pp. 19–25	pp. 6–7
L.2.1/3.1g	Form and use regular and irregular verbs.	pp. 19–25	pp. 8–9
L.2.1/3.1h	Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.	pp. 19–25	pp. 8–9
L.2.1/3.1i	Ensure subject-verb and pronoun-antecedent agreement.	pp. 19–25	pp. 10–11
L.2.1/3.1j	Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.	pp. 26–36	pp. 12–13
L.2.1/3.1k	Use coordinating and subordinating conjunctions.	pp. 26–36	pp. 14–15
L.2.1/3.1l	Produce simple, compound, and complex sentences.	pp. 26–36	pp. 16–17
L.2.1/3.1m	Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).	pp. 26–36	pp. 16–17
CCR Anchor 2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.			
L.2.2 and 3.2 merge	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.		
L.2.2/3.2a	Capitalize holidays, product names, and geographic names.	pp. 42–50	pp. 22–24
L.2.2/3.2b	Capitalize appropriate words in titles.	pp. 42–50	pp. 22–24
L.2.2/3.2c	Use commas in greetings and closings of letters.	pp. 37–41	pp. 18–19
L.2.2/3.2d	Use commas in addresses.	pp. 37–41	pp. 18–19
L.2.2/3.2e	Use commas and quotation marks in dialogue.	pp. 37–41	pp. 18–19
L.2.2/3.2f	Use an apostrophe to form contractions and frequently occurring possessives.	pp. 37–41	pp. 20–21

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L.2.2/3.2g	Form and use possessives.	pp. 37–41	pp. 20–21
L.2.2/3.2h	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., <i>sitting</i> , <i>smiled</i> , <i>cries</i> , <i>happiness</i>).	pp. 42–50	pp. 25–26
L.2.2/3.2i	Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).	pp. 42–50	pp. 25–26
L.2.2/3.2j	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.	pp. 42–50	pp. 25–26
L.2.2/3.2k	Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	pp. 42–50	pp. 27–28
Knowledge of Language			
CCR Anchor 3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.			
L.3.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.		
L.3.3a	Choose words and phrases for effect.	pp. 61–67	pp. 38–39
L.3.3b	Recognize and observe differences between the conventions of spoken and written standard English.		
Vocabulary Acquisition and Use			
CCR Anchor 4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.			
L.2.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from an array of strategies.		
L.2.4a	Use sentence-level context as a clue to the meaning of a word or phrase.	pp. 54–60	pp. 34–35
L.2.4b	Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).	pp. 54–60	pp. 33–35
L.2.4c	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>).	pp. 54–60	pp. 33–35
L.2.4d	Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., <i>birdhouse</i> , <i>lighthouse</i> , <i>housefly</i> ; <i>bookshelf</i> , <i>notebook</i> , <i>bookmark</i>).	pp. 54–60	pp. 34–35
L.2.4e	Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.	pp. 68–73	pp. 40–41
CCR Anchor 5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.			
L.3.5	Demonstrate understanding of word relationships and nuances in word meanings.		
L.3.5a	Distinguish the literal and non-literal meanings of words and phrases in context (e.g., take steps).	pp. 61–67	pp. 36–37
L.3.5b	Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).	pp. 61–67	pp. 38–39

Indicator Code	College and Career Readiness Standards: Language	NRP 7181: TABE Mastery Language Level E	NRP 7112: Scoreboost for TABE Language Level E
L.3.5c	Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., <i>knew, believed, suspected, heard, wondered</i>).	pp. 68–73	pp. 40–41
CCR Anchor 6: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.			
L.2.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other people are happy that makes me happy).	pp. 74–78	pp. 42–43
L.3.6	Acquire and use accurately level-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them)	pp. 74–78	pp. 42–43

Indicator Code	College and Career Readiness Standards: Writing	NRP 7181: TABE Mastery Language Level E	NRP 7112: Scoreboost for TABE Language Level E
Text Types and Purposes			
CCR Anchor 1: Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.			
W.3.1	Write opinion pieces on topics or texts, supporting a point of view with reasons.		
W.3.1a	Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.	pp. 82–87	pp. 46–48
W.3.1b	Provide reasons that support the opinion.	pp. 82–87	pp. 46–48
W.3.1c	Use linking words and phrases (e.g., <i>because, therefore, since, for example</i>) to connect opinion and reasons.	pp. 82–87	pp. 46–48
W.3.1d	Provide a concluding statement or section.	pp. 82–87	pp. 46–48
CCR Anchor 2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.			
W.3.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.		
W.3.2a	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.	pp. 88–93	pp. 49–52
W.3.2b	Develop the topic with facts, definitions, and details.	pp. 88–93	pp. 49–52
W.3.2c	Use linking words and phrases (e.g., <i>also, another, and, more, but</i>) to connect ideas within categories of information.	pp. 88–93	pp. 49–52

TABE Mastery and Scoreboost for TABE Language Level M Crosswalk to CCR Standards

Indicator Code	College and Career Readiness Standards: Language	NRP 7184: TABE Mastery Language Level M	NRP 7117: Scoreboost for TABE Language Level M
Conventions of Standard English			
CCR Anchor 1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.			
L.4.1–5.1 merge	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.		
L.4.1/5.1a	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.	pp. 23–24	pp. 10–11
L.4.1/5.1b	Use relative pronouns (<i>who, whose, whom, which, that</i>) and relative adverbs (<i>where, when, why</i>).	pp. 18	pp. 6–7
L.4.1/5.1c	Form and use the progressive (e.g., <i>I was walking; I am walking; I will be walking</i>) verb tenses.	pp. 26–27	pp. 12–13
L.4.1/5.1d	Use modal auxiliaries (e.g., <i>can, may, must</i>) to convey various conditions.	pp. 25	pp. 12–13
L.4.1/5.1e	Form and use the perfect (e.g., <i>I had walked; I have walked; I will have walked</i>) verb tenses.	pp. 26–27	pp. 12–13
L.4.1/5.1f	Use verb tense to convey various times, sequences, states, and conditions.	pp. 25–27	pp. 12–13
L.4.1/5.1g	Recognize and correct inappropriate shifts in verb tense.	pp. 26–27	pp. 13
L.4.1/5.1h	Order adjectives within sentences according to conventional patterns (e.g., <i>a small red bag</i> rather than <i>a red small bag</i>).	pp. 17	pp. 6–7
L.4.1/5.1i	Form and use prepositional phrases.	pp. 24–25	pp. 10–11
L.4.1/5.1j	Use correlative conjunctions (e.g., <i>either/or, neither/nor</i>).	pp. 24	pp. 10–11
L.4.1/5.1k	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.	pp. 16–17	pp. 4–5
L.4.1/5.1l	Correctly use frequently confused words (e.g., <i>to, too, two; there, their</i>).	pp. 18–19	pp. 8–9
CCR Anchor 2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.			
L.4.2–5.2 merge	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.		
L.4.2/5.2a	Use correct capitalization.	pp. 33	pp. 14–15
L.4.2/5.2b	Use commas and quotation marks to mark direct speech and quotations from a text.	pp. 41	pp. 22–23
L.4.2/5.2c	Use punctuation to separate items in a series.	pp. 40	pp. 20–21
L.4.2/5.2d	Use a comma to separate an introductory element from the rest of the sentence.	pp. 40	pp. 20–21

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L.4.2/5.2e	Use a comma to set off the words <i>yes</i> and <i>no</i> (e.g., <i>Yes, thank you</i>), to set off a tag question from the rest of the sentence (e.g., <i>It's true, isn't it?</i>), and to indicate direct address (e.g., <i>Is that you, Steve?</i>).	pp. 41	pp. 20–21
L.4.2/5.2f	Use underlining, quotation marks, or italics to indicate titles of works.	pp. 33–34	pp. 16–17
L.4.2/5.2g	Use a comma before a coordinating conjunction in a compound sentence.	pp. 39	pp. 20–21
L.4.2/5.2h	Spell grade-appropriate words correctly, consulting references as needed.	pp. 34–35	pp. 18–19
Knowledge of Language			
CCR Anchor 3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.			
L.4.3–5.3 merge	Use knowledge of language and its conventions when writing, speaking, reading, or listening.		
L.4.3/5.3a	Choose words and phrases to convey ideas precisely.		
L.4.3/5.3b	Choose punctuation for effect.		
L.4.3/5.3c	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).		
L.4.3/5.3d	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.	pp. 45–46	pp. 24–25
L.4.3/5.3e	Compare and contrast the varieties of English (e.g., <i>dialects</i> , <i>registers</i>) used in stories, dramas, or poems.	pp. 47	pp. 26–27
Vocabulary Acquisition and Use			
CCR Anchor 4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.			
L.4.4–5.4 merge	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 4 reading and content</i> , choosing flexibly from a range of strategies.		
L.4.4–5.4 merge	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 4 reading and content</i> , choosing flexibly from a range of strategies.		
L.4.4/5.4a	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.	pp. 59	pp. 31–32
L.4.4/5.4b	Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>telegraph</i> , <i>photograph</i> , <i>autograph</i> , <i>photosynthesis</i>).	pp. 60	pp. 31–32
L.4.4/5.4c	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.	pp. 61	pp. 31–32

Indicator Code	College and Career Readiness Standards: Language	NRP 7184: TABE Mastery Language Level M	NRP 7117: Scoreboost for TABE Language Level M
CCR Anchor 6: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.			
L.4.6–5.6 merge	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., <i>quizzed</i> , <i>whined</i> , <i>stammered</i>); that are basic to a particular topic (e.g., <i>wildlife</i> , <i>conservation</i> , and <i>endangered</i> when discussing animal preservation); and signal contrast, addition, and other logical relationships (e.g., <i>however</i> , <i>although</i> , <i>nevertheless</i> , <i>similarly</i> , <i>moreover</i> , <i>in addition</i>).	pp. 65–66	pp. 33–36

Indicator Code	College and Career Readiness Standards: Writing	NRP 7184: TABE Mastery Language Level M	NRP 7117: Scoreboost for TABE Language Level M
Text Types and Purposes			
CCR Anchor 1: Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.			
W.5.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.		
W.5.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	pp. 79–80	pp. 40–41
W.5.1a	Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.	pp. 80	pp. 40–41
W.5.1b	Provide logically ordered reasons that are supported by facts and details.	pp. 80	pp. 40–41
W.5.1c	Link opinion and reasons using words, phrases, and clauses (e.g., <i>consequently</i> , <i>specifically</i>).	pp. 80	pp. 40–41
CCR Anchor 2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.			
W.4.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.		
W.4.2a	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.	pp. 85	pp. 42–43
W.4.2b	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.	pp. 86	pp. 44–45
W.4.2c	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>).	pp. 86	pp. 44–45
W.4.2d	Use precise language and domain-specific vocabulary to inform about or explain the topic. Provide a concluding statement or section related to the information or explanation presented.	pp. 86	pp. 42–43

TABE Mastery and Scoreboost for TABE

Language Level D Crosswalk to CCR Standards

Indicator Code	College and Career Readiness Standards: Language	NRP 7187: TABE Mastery Language Level D	NRP 7122: Scoreboost for TABE Language Level D
Conventions of Standard English			
CCR Anchor 1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.			
L.6.1–8.1 merge	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.		
L.6.1–8.1 a	Ensure that pronouns are in the proper case (subjective, objective, possessive).	pp. 14–15	pp. 4–5
L.6.1–8.1 b	Use intensive pronouns (e.g., <i>myself</i> , <i>ourselves</i>).	pp. 15	pp. 4–5
L.6.1–8.1 c	Recognize and correct inappropriate shifts in pronoun number and person.	pp. 16	pp. 6–7
L.6.1–8.1 d	Recognize and correct vague or unclear pronouns.	pp. 16–17	pp. 6–7
L.6.1–8.1 e	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.	pp. 17	pp. 8–9
L.6.1–8.1f	Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.	pp. 30–31	pp. 14–15
L.6.1–8.1g	Form and use verbs in the active and passive voice.	pp. 32	pp. 16–17
L.6.1–8.1h	Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.	pp. 33–34	pp. 16–17
L.6.1–8.1i	Recognize and correct inappropriate shifts in verb voice and mood	pp. 34	pp. 10–11
L.6.1–8.1j	Explain the function of phrases and clauses in general and their function in specific sentences	pp. 23–25	pp. 10–11
L.6.1–8.1k	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.	pp. 26	pp. 12–13
L.6.1–8.1l	Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.	pp. 25	pp. 10–11
CCR Anchor 2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.			
L.6.2–8.2 merge	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.		
L.6.2–8.2a	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/ parenthetical elements.	pp. 40–41	pp. 18–19
L.6.2–8.2b	Use a comma to separate coordinate adjectives (e.g., <i>It was a fascinating, enjoyable movie</i> but not <i>He wore an old[,] green shirt</i>).	pp. 41–42	pp. 18–19
L.6.2–8.2c	Use an ellipsis to indicate an omission.	pp. 46–47	pp. 20–21
L.6.2–8.2d	Spell correctly.	pp. 51–54	pp. 22–23

Indicator Code	College and Career Readiness Standards: Language	NRP 7187: TABE Mastery Language Level D	NRP 7122: Scoreboost for TABE Language Level D
Knowledge of Language			
CCR Anchor 3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.			
L.6.3– 7.3 merge	Use knowledge of language and its conventions when writing, speaking, reading, or listening.		
L.6.3/7.3a	Vary sentence patterns for meaning, reader/listener interest, and style.	pp. 58–59	pp. 27–28
L.6.3/7.3b	Maintain consistency in style and tone.	pp. 59–60	pp. 27–28
L.6.3/7.3c	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.	pp. 64–65	pp. 29–30
Vocabulary Acquisition and Use			
CCR Anchor 4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.			
L.6.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 6 reading and content</i> , choosing flexibly from a range of strategies.		
L.6.4a	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	pp. 75	pp. 32–33
L.6.4b	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>audience</i> , <i>auditory</i> , <i>audible</i>).	pp. 76	pp. 32–33
L.6.4c	Consult 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 or its part of speech.	pp. 77	pp. 34–35
L.6.4d	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	pp. 77	pp. 34–35
CCR Anchor 6: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.			
L.8.6	Acquire and use accurately level-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	pp. 83	pp. 36–37

Indicator Code	College and Career Readiness Standards: Writing	NRP 7187: TABE Mastery Language Level D	NRP 7122: Scoreboost for TABE Language Level D
Text Types and Purposes			
CCR Anchor 1: Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.			
W.7.1	Write arguments to support claims with clear reasons and relevant evidence.		
W.7.1a	Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.	pp. 90–91	pp. 40–42
W.7.1b	Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.	pp. 91	pp. 40–42
W.7.1c	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.	pp. 92	pp. 40–42
W.7.1d	Establish and maintain a formal style.	pp. 92	pp. 40–42
W.7.1e	Provide a concluding statement or section that follows from and supports the argument presented.	pp. 92	pp. 40–42
CCR Anchor 2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.			
WHST.6–8.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.		
WHST.6–8.2a	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g. headings), graphics (e.g. charts, tables), and multimedia when useful to aiding comprehension	pp. 98–99	pp. 43–45
WHST.6–8.2b	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.	pp. 100	pp. 43–45
WHST.6–8.2c	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.	pp. 102	pp. 46–47
WHST.6–8.2d	Use precise language and domain-specific vocabulary to inform about or explain the topic.	pp. 101	pp. 46–47
WHST.6–8.2e	Establish and maintain a formal style.	pp. 101	pp. 46–47
WHST.6–8.2f	Provide a concluding statement or section that follows from and supports the information or explanation presented.	pp. 92	pp. 46–47

TABE Mastery and Scoreboost for TABE **Language Level A Crosswalk to CCR Standards**

Indicator Code	College and Career Readiness Standards: Language	NRP 7190: <i>TABE Mastery Language Level A</i>	NRP 7128: <i>Scoreboost for TABE Language Level A</i>
Conventions of Standard English			
CCR Anchor 1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.			
L.9-10.1a	Use parallel structure.	pp. 14–20	pp. 4–5
L.9-10.1b	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.	pp. 14–20	pp. 6–7
CCR Anchor 2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.			
L.9-10.2a	Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.	pp. 21–27	pp. 8–10
L.9-10.2b	Use a colon to introduce a list or quotation.	pp. 21–27	pp. 8–10
L.9-10.2c	Spell correctly.	pp. 21–27	pp. 11–12
Knowledge of Language			
CCR Anchor 3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.			
(none)			
Vocabulary Acquisition and Use			
CCR Anchor 4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.			
L.11-12.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.		
L.11-12.4a	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	pp. 32–37	pp. 16–17
L.11-12.4b	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).	pp. 32–37	pp. 16–17
L.11-12.4c	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, or its etymology or its standard usage.	pp. 38–43	pp. 18–19
L.11-12.4d	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	pp. 38–43	pp. 18–19

Indicator Code	College and Career Readiness Standards: Language	NRP 7202: <i>TABE</i> Mastery Language Level A	NRP 7128: <i>Scoreboost</i> for <i>TABE</i> Language Level A
CCR Anchor 5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.			
(none)			
CCR Anchor 6: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.			
L.11-12.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	pp. 32–37	pp. 16–17

Indicator Code	College and Career Readiness Standards: Writing	NRP 7190: <i>TABE</i> Mastery Language Level A	NRP 7128: <i>Scoreboost</i> for <i>TABE</i> Language Level A
Text Types and Purposes			
CCR Anchor 1: Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.			
W/WHST.9-10.1a	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization relationships among the claim(s), counterclaims, reasons, and evidence.	pp. 48–57, 67–74	pp. 22–24, 33–34
W/WHST.9-10.1b	Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.	pp. 48–57, 67–74	pp. 25–27, 35–37
W/WHST.9-10.1c	Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.	pp. 48–57, 67–74	pp. 25–27, 35–37
W/WHST.9-10.1d	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	pp. 48–57, 67–74	pp. 22–24, 33–34
W/WHST.9-10.1e	Provide a concluding statement or section that follows from and supports the argument presented.	pp. 48–57, 67–74	pp. 25–27, 35–37

Indicator Code	College and Career Readiness Standards: Writing	NRP 7202: <i>TABE</i> Mastery Language Level A	NRP 7128: <i>Scoreboost for TABE</i> Language Level A
CCR Anchor 2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.			
W/WHST.9-10.2a	Introduce a topic and organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.	pp. 58–66, 75–82	pp. 28–29, 38–40
W/WHST.9-10.2b	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.	pp. 58–66, 75–82	pp. 30–32, 41–43
W/WHST.9-10.2c	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.	pp. 58–66, 75–82	pp. 30–32, 41–43
W/WHST.9-10.2d	Use precise language and domain-specific vocabulary to manage the complexity of the topic.	pp. 58–66, 75–82	pp. 28–29, 38–40
W/WHST.9-10.2e	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	pp. 58–66, 75–82	pp. 28–29, 38–40
W/WHST.9-10.2f	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).	pp. 58–66, 75–82	pp. 30–32, 41–43