



TESTS OF
ADULT BASIC
EDUCATION

STUDY GUIDE



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ProLiteracy
New Readers Press®

How to Use the New Readers Press TABE Study Guide

Use this TABE Study Guide to find instructional material to help your students improve their TABE scores. Follow these steps:

1. First administer the TABE® 11&12 tests. Then analyze your student's Individual Profile (IP) report.

The IP report lists the Domains (categories) of skills associated with each subject area test. For each Domain, you will see a list that shows your student's Performance Categories. For each skill, the student will be marked as having Non-Proficiency, Partial Proficiency, or Proficiency.

Performance on Domains	Number of Items	Number of Points		Performance Category		
		Total	Obtained	Non-Proficiency	Partial Proficiency	Proficiency
Reading						
Key Ideas and Details	18	18	17			✓
Craft and Structure	17	20	19			✓
Integration of Knowledge and Ideas	5	9	8			✓
Mathematics						
Measurement and Data	6	6	5			✓
Numbers and Operations - Fractions	7	7	5		✓	
Numbers and Operations - Base Ten	5	6	5		✓	
Operations and Algebraic Thinking	4	5	5			✓
Geometry	4	6	5			✓

Page 2 of the IP lists the skills in each of the Domains, by level. You may also wish to refer to the TABE blueprints for the list of specific standards tested at each level. You can access the blueprints online at <https://tabetest.com/students-2/tabe-1112>.

Look at the Areas for Next Focus column on the IP to choose the skill you want your student to focus on.

FORM	DOMAIN	PERFORMANCE	DEMONSTRATED SKILLS	AREAS FOR NEXT FOCUS
M	Reading			
	Key Ideas and Details	Proficiency	<ul style="list-style-type: none"> Summarize an informational text Identify the main idea of a very complex text Make an inference connecting ideas in a text Make an inference based on a section of text Use details to support inferences regarding connections in a text 	<ul style="list-style-type: none"> Support an inferred central idea with evidence from a moderately complex text Make distinctions between ideas in a moderately complex text Analyze the connections among ideas in a very complex text Use evidence to support the analysis of connections among ideas in a very complex text
	Craft and Structure	Proficiency	<ul style="list-style-type: none"> Describe the structure of multiple paragraphs of a moderately complex text Describe the structure of a section of very complex text (technical document) Describe the structure of very complex text Use evidence to support comparisons of the structure of moderately to very complex texts 	<ul style="list-style-type: none"> Analyze the function of a text feature Determine the point of view of a moderately-very complex text Use evidence to support the determination point of view Determine authors' purposes across complex texts

2. Look at this Study Guide to locate the subject, level, and skill your student needs to practice.

To locate the subject in this guide, look for the color:

- **Language** (blue)
- **Reading** (purple)
- **Math** (green)

Then choose the student's level: **L**, **E**, **M**, **D**, or **A**.

The first column in this guide lists the TABE Skill Descriptions. The next two columns list the TABE standard number and the Description/Materials. Standards in bold are indicated as high-emphasis standards on the TABE blueprints. Working on these standards is likely to have the most impact on learners' scores.

Look at the TABE Skill Descriptions column to find the skill that matches up to the skill listed in the IP Areas for Next Focus. You will see which standard the skill falls under and you will see a list of New Readers Press materials with page numbers. Select the product you'd like to use, and assign the pages specified.

New Readers Press ProLiteracy's publishing division		TABE® 11/12 Study Guide			
Student _____		Instructor/Class _____			
READING					
LEVEL M (AE-CCR LEVEL C)					
TABE Skill Description	Standard	Description / Materials	Assigned	Completed	Proficiency
KEY IDEAS AND DETAILS					
<ul style="list-style-type: none">Support a stated inference with detail from the text.Identify key details in a text.Use details to support inferences regarding connections in a text.	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. <i>Challenger 4 Student Book</i> (NRP 2571): p.118 <i>Challenger Teacher's Manual 1-4</i> (NRP 2576): p.140 <i>Journey to Success 4 Student Book</i> (NRP 7106): pp. 107, 109, 110, 117, 119, 120, 127, 129, 130, 134 <i>Scoreboost for TABE Level M: Reading</i> (NRP 7118): pp. 4-6 <i>TABE Mastery Reading: Level M</i> (NRP 7183): pp.14-19			
<ul style="list-style-type: none">Support a stated inference with detail from the text.Identify key details in a text.Use details to support inferences regarding connections in a 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. <i>Challenger 4 Student Book</i> (NRP 2571): pp. 6, 11, 15-16, 20-21, 25-26, 34, 38-39, 43-44, 48-49, 54, 64-65, 69-70, 74-75, 79-80, 84-85, 95-96, 101-102, 111-112 <i>Challenger Teacher's Manual 1-4</i> (NRP 2576): pp. 118, 119, 120, 121, 122, 124, 125, 126, 127, 128, 130, 131, 132, 133, 134, 136, 137, 138, 139, 140 <i>Journey to Success 4 Student Book</i> (NRP 7106): pp. 11, 13, 14, 20-21, 23, 30-31, 33, 34, 38, 43, 45-46, 53, 55, 63, 65-66, 70, 75, 85, 87, 88, 95, 97, 98, 102 <i>Scoreboost for TABE Level M: Reading</i> (NRP 7118): pp. 7-8 <i>TABE Mastery Reading: Level M</i> (NRP 7183): pp. 14-19			

3. Use the last three columns to track your student's work. Keep track of when you assign the material to the student and when the student completes it. In the Proficiency column, put NP (Non-Proficiency) or PP (Partial Proficiency) from your student's IP, or you can use this column to check off when the student achieves proficiency.

Student _____

Instructor/Class _____

LANGUAGE					
LEVEL L (AE–CCR LEVEL A)					
TABE Skill Description	Standard	Description / Materials	Assigned	Completed	Proficiency
CONVENTIONS OF STANDARD ENGLISH					
	K.L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <i>Journey to Success Intro Student Book</i> (NRP 7098): pp. 7, 9, 11, 13, 15, 17, 19, 23, 25, 27, 29, 31, 33, 35, 37, 57, 59, 61, 63, 65, 82 <i>Journey to Success 1 Student Book</i> (NRP 7100): pp. 39, 43, 69, 77, 95, 103, 107, 115, 117, 118, 120			
	1.L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <i>Challenger 1 Student Book</i> (NRP 2568): pp. 5–129 <i>Challenger 1 Writing Book</i> (NRP 2900): pp. 4–45 <i>Challenger Teacher's Manual 1–4</i> (NRP 2576): pp. 49–69 <i>Journey to Success Intro Student Book</i> (NRP 7098): pp. 7, 9, 11, 13, 15, 17, 19, 23, 25, 27, 29, 31, 33, 35, 37, 57, 59, 61, 63, 65, 82 <i>Journey to Success 1 Student Book</i> (NRP 7100): pp. 39, 43, 69, 77, 95, 103, 107, 115, 117, 118, 120			
	K.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <i>Journey to Success Intro Student Book</i> (NRP 7098): pp. 68, 70–74, 76–79 <i>Journey to Success 1 Student Book</i> (NRP 7100): pp. 32, 59, 77, 113, 114, 116, 119			
	1.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <i>Challenger 1 Student Book</i> (NRP 2568): pp. 18, 22–25, 26–29, 30–33, 41–45, 46–50, 51–56, 57–65, 78–82 <i>Challenger 1 Writing Book</i> (NRP 2900): pp. 5, 7, 9, 13, 17, 20, 22, 29, 33, 37, 41, 44 <i>Challenger Teacher's Manual 1–4</i> (NRP 2576): pp. 49, 52, 54, 55, 56, 57, 58, 59, 60, 63 <i>Journey to Success Intro Student Book</i> (NRP 7098): pp. 68, 70–74, 76–79 <i>Journey to Success 1 Student Book</i> (NRP 7100): pp. 32, 59, 77, 113, 114, 116, 119			

LANGUAGE

LEVEL L (AE–CCR LEVEL A)

TABE Skill Description	Standard	Description / Materials	Assigned	Completed	Proficiency
VOCABULARY ACQUISITION AND USE					
	1.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies. <i>Challenger 1 Student Book</i> (NRP 2568): pp. 5–8, 9–12, 13–16, 17–21, 22–25, 29, 32–33, 34–40, 43, 48–49, 55, 57–65, 66–71, 74–75, 77, 81–82, 85–88, 95–97, 101–103, 105, 108–111, 115–116, 119–123, 126, 127–128 <i>Challenger 1 Writing Book</i> (NRP 2900): pp. 4, 6, 8, 12, 14, 16, 18, 20, 22, 24, 26, 28, 30, 32, 35, 36, 38, 40, 42, 44 <i>Challenger Teacher’s Manual 1–4</i> (NRP 2576): pp. 49, 50, 51, 52, 53, 56, 58, 60, 61, 62, 67 <i>Journey to Success Intro Student Book</i> (NRP 7098): pp. 19, 37, 53, 59, 61, 63, 65, 66, 80 <i>Journey to Success 1 Student Book</i> (NRP 7100): pp. 29, 73, 99, 121			
	1.L.5	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings. <i>Challenger 1 Student Book</i> (NRP 2568): pp. 38, 62, 89, 97, 116, 118, 123, 129 <i>Challenger 1 Writing Book</i> (NRP 2900): pp. 5, 7, 9, 11, 13, 15, 17, 19, 21, 23, 27, 31, 35, 39, 41, 43, 45, 46 <i>Challenger Teacher’s Manual 1–4</i> (NRP 2576): pp. 49–68 <i>Journey to Success 1 Student Book</i> (NRP 7100): pp 99			
TEXT TYPES AND PURPOSES					
	1.W.2	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. <i>Challenger 1 Writing Book</i> (NRP 2900): pp. 4, 6, 8, 10, 12, 14, 16, 19, 21, 23, 24, 26, 28, 30, 32, 34, 36, 38, 40, 43 <i>Challenger Teacher’s Manual 1–4</i> (NRP 2576): pp. 60, 61, 67 <i>Journey to Success 1 Student Book</i> (NRP 7100): pp 16–17, 32–33, 50–51, 76–77, 102–103			
	1.W.3	Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. <i>Challenger 1 Writing Book</i> (NRP 2900): pp. 5, 7, 9, 10, 13, 15, 19, 25, 27, 30, 33, 34, 39, 42, 45 <i>Challenger Teacher’s Manual 1–4</i> (NRP 2576): pp. 50, 51, 52, 55, 56, 57, 58, 60, 61, 66, 68 <i>Journey to Success 1 Student Book</i> (NRP 7100): pp 24–25, 42–43, 58–59, 68–69, 84–85, 94–95, 110–111			

Student _____

Instructor/Class _____

LANGUAGE					
LEVEL E (AE–CCR LEVEL B)					
TABE Skill Description	Standard	Description / Materials	Assigned	Completed	Proficiency
CONVENTIONS OF STANDARD ENGLISH					
<ul style="list-style-type: none"> Use reflexive pronouns. Maintain agreement in number of reflexive pronouns. Use the past tense of regular and irregular verbs. Use irregular nouns. Use abstract nouns. Use nouns with irregular plurals. Identify parts of speech. Maintain pronoun-antecedent agreement. Use comparative adjectives. Use multiple comparative adjectives. Combine simple sentences. Combine longer simple sentences. Form common contractions. 	2.L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <i>Challenger 2 Student Book</i> (NRP 2569): pp. 8, 11, 12, 22, 41, 44 <i>Challenger 2 Writing Book</i> (NRP 2901): pp. 5, 6, 7, 9, 10, 13, 15, 16, 19, 20, 24, 26, 29, 31, 33, 37, 39, 40, 45 <i>Challenger Teacher's Manual 1–4</i> (NRP 2576): pp. 73, 74, 75, 76, 78, 79, 81 <i>Journey to Success 2 Student Book</i> (NRP 7102): pp. 33, 114, 115, 118 <i>Scoreboost for TABE: Level E Language</i> (NRP 7112): pp. 6–11, 16–17 <i>TABE Mastery Language: Level E</i> (NRP 7181): pp. 20–25, 26–36			
<ul style="list-style-type: none"> Use reflexive pronouns. Maintain agreement in number of reflexive pronouns. Use the past tense of regular and irregular verbs. Use irregular nouns. Use abstract nouns. Use nouns with irregular plurals. Identify parts of speech. Maintain pronoun-antecedent agreement. Use comparative adjectives. Use multiple comparative adjectives. Combine simple sentences. Combine longer simple sentences. Form common contractions. 	3.L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <i>Challenger 3 Student Book</i> (NRP 2570): pp. 12, 23, 42, 55, 61, 74, 76–77, 98, 114 <i>Challenger 3 Writing Book</i> (NRP 2902): pp. 5, 9, 13, 17, 21, 25, 29, 33, 35, 39, 43, 44 <i>Challenger Teacher's Manual 1–4</i> (NRP 2576): pp. 96, 98, 102, 103, 104, 105, 107, 108, 109, 111, 113, 114 <i>Journey to Success 3 Student Book</i> (NRP 7104): pp. 16, 25, 34, 35, 47, 56, 57, 66, 67, 78, 79, 89, 98, 99, 104, 107, 110, 111, 114, 117, 121, 130, 131, 135, 136, 137, 139, 140, 142 <i>Scoreboost for TABE: Level E Language</i> (NRP 7112): pp. 4–5, 6–11, 12–17 <i>TABE Mastery Language: Level E</i> (NRP 7181): pp. 14–36			

LANGUAGE

LEVEL E (AE–CCR LEVEL B)

TABE Skill Description	Standard	Description / Materials	Assigned	Completed	Proficiency
<ul style="list-style-type: none"> • Use commas in addresses, greetings, and closings. • Capitalize the days of the week. • Capitalize book titles. • Capitalize multiple book titles. • Use quotation marks with a line of dialogue. • Use quotation marks with multiple lines of dialogue. • Use a possessive apostrophe with common nouns. • Spell common words correctly. • Use vowel-sound spelling patterns and resources to spell correctly. • Use spelling patterns to identify correctly spelled words. 	2.L.2	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <hr/> <p><i>Challenger 2 Student Book</i> (NRP 2569): pp. 6–7, 9, 11–13, 14, 16–17, 21, 22–23, 26–29, 31–32, 36, 39, 42, 45–46, 47, 48, 49, 51–52, 56–57, 59, 61, 66–67, 71–72, 73, 74, 82–83, 86–88, 90–91, 93, 100, 102, 105–106, 109–110, 115–118, 121–124</p> <p><i>Challenger Teacher’s Manual 1–4</i> (NRP 2576): pp. 73–92</p> <p><i>Journey to Success 2 Student Book</i> (NRP 7102): pp. 11, 17, 37, 45–46, 53, 63, 69, 95, 97–98, 111, 113, 116, 119, 121–122</p> <p><i>Scoreboost for TABE: Level E Language</i> (NRP 7112): pp. 18–21, 22–28</p> <p><i>TABE Mastery Language: Level E</i> (NRP 7181): pp. 37–41, 42–50</p>			
<ul style="list-style-type: none"> • Use commas in addresses, greetings, and closings. • Capitalize the days of the week. • Capitalize book titles. • Capitalize multiple book titles. • Use quotation marks with a line of dialogue. • Use quotation marks with multiple lines of dialogue. • Use a possessive apostrophe with common nouns. • Spell common words correctly. • Use vowel-sound spelling patterns and resources to spell correctly. • Use spelling patterns to identify correctly spelled words. 	3.L.2	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <hr/> <p><i>Challenger 3 Student Book</i> (NRP 2570): pp. 8–9, 12–14, 18–19, 23–24, 29–30, 34, 35, 39–44, 46, 52, 57, 63, 67, 69, 77, 81–82, 87, 89, 92–93, 100–101, 106, 116–117, 123</p> <p><i>Challenger Teacher’s Manual 1–4</i> (NRP 2576): pp. 95–112</p> <p><i>Journey to Success 3 Student Book</i> (NRP 7104): pp. 14, 24, 34, 46, 57, 66, 88, 98, 110, 115, 120, 130, 138, 141</p> <p><i>Scoreboost for TABE: Level E Language</i> (NRP 7112): pp. 18–21, 22–28</p> <p><i>TABE Mastery Language: Level E</i> (NRP 7181): pp. 37–41, 42–50</p>			

LANGUAGE

LEVEL E (AE–CCR LEVEL B)

TABE Skill Description	Standard	Description / Materials	Assigned	Completed	Proficiency
VOCABULARY ACQUISITION AND USE					
	2.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. <i>Challenger 2 Student Book</i> (NRP 2569): pp. 6–7, 9, 11–13, 14, 16–17, 21–23, 26–29, 31–32, 36, 42, 45–46, 47, 48, 51–52, 56–57, 59, 61, 66–67, 71–74, 82–83, 86–88, 90–91, 93, 100, 105, 106, 109–110, 115–118, 121–125 <i>Challenger Teacher’s Manual 1–4</i> (NRP 2576): pp. 73–92 <i>Journey to Success 2 Student Book</i> (NRP 7102): pp. 13, 21, 29, 38, 39, 46–47, 55, 64–65, 73, 81, 91, 98, 106–107, 121–123 <i>Scoreboost for TABE: Level E Language</i> (NRP 7112): pp. 33–35, 40–41 <i>TABE Mastery Language: Level E</i> (NRP 7181): pp. 54–60, 68–73			
• Use prefixes to determine a word meaning.		b. Determine the meaning of the new word formed when a known prefix is added to a known word. <i>Challenger 2 Student Book</i> (NRP 2569): p. 117 <i>Challenger Teacher’s Manual 1–4</i> (NRP 2576): p. 91 <i>Journey to Success 2 Student Book</i> (NRP 7102): p. 47 <i>Scoreboost for TABE: Level E Language</i> (NRP 7112): pp. 33, 35 <i>TABE Mastery Language: Level E</i> (NRP 7181): pp. 54–60			
• Determine the meaning of a common root word. • Determine the meanings of less common root words		c. Use a known root word as a clue to the meaning of an unknown word with the same root. <i>Scoreboost for TABE: Level E Language</i> (NRP 7112): p. 35 <i>TABE Mastery Language: Level E</i> (NRP 7181): pp. 54–60			
• Select more complex words with similar meanings.		d. Use knowledge of the meaning of individual words to predict the meaning of compound words. <i>Challenger 2 Student Book</i> (NRP 2569): pp. 23, 38, 41, 48, 74, 93, 122 <i>Challenger Teacher’s Manual 1–4</i> (NRP 2576): pp. 84, 92 <i>Journey to Success 2 Student Book</i> (NRP 7102): p. 13 <i>Scoreboost for TABE: Level E Language</i> (NRP 7112): pp. 34–35 <i>TABE Mastery Language: Level E</i> (NRP 7181): pp. 54, 57–60			
• Use a resource to determine the meaning of a multiple meaning word		e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases. <i>Journey to Success 2 Student Book</i> (NRP 7102): pp. 121–123 <i>Scoreboost for TABE: Level E Language</i> (NRP 7112): pp. 40–41 <i>TABE Mastery Language: Level E</i> (NRP 7181): pp. 68–73			

LANGUAGE

LEVEL E (AE–CCR LEVEL B)

TABE Skill Description	Standard	Description / Materials	Assigned	Completed	Proficiency
<ul style="list-style-type: none"> Select words with similar meanings. 	3.L.5	<p>Demonstrate understanding of word relationships and nuances in word meanings.</p> <p><i>Challenger 3 Student Book</i> (NRP 2570): pp. 9, 13, 18, 24, 64 <i>Challenger Teacher's Manual 1–4</i> (NRP 2576): pp. 95, 97, 105 <i>Journey to Success 3 Student Book</i> (NRP 7104): pp. 9, 19, 29, 41, 47, 51, 56, 61, 67, 73, 79, 83, 89, 93, 111, 117, 125 <i>Scoreboost for TABE: Level E Language</i> (NRP 7112): pp. 36–39, 40–41 <i>TABE Mastery Language: Level E</i> (NRP 7181): pp. 61–67, 68–73</p>			
		<p>c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty.</p> <p><i>Journey to Success 3 Student Book</i> (NRP 7104): p. 139 <i>Scoreboost for TABE: Level E Language</i> (NRP 7112): p. 38 <i>TABE Mastery Language: Level E</i> (NRP 7181): pp. 68–73</p>			
<ul style="list-style-type: none"> Use adjectives correctly. Use adjectives correctly in more complex sentences. 	2.L.6	<p>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 kids are happy that makes me happy).</p> <p><i>Challenger 2 Student Book</i> (NRP 2569): Throughout (<i>Challenger is structured so that students will have many and varied opportunities to enlarge and use their spoken and written vocabularies.</i>) <i>Journey to Success 2 Student Book</i> (NRP 7102): pp. 94, 120 <i>Scoreboost for TABE: Level E Language</i> (NRP 7112): pp. 42–43 <i>TABE Mastery Language: Level E</i> (NRP 7181): pp. 74–78</p>			
<ul style="list-style-type: none"> Use beginning and transitional temporal words. Use temporal words in more complex sentences. Use temporal words in multiple sentences across a paragraph. 	3.L.6	<p>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., After dinner that night we went looking for them).</p> <p><i>Challenger 3 Student Book</i> (NRP 2570): Throughout (<i>Challenger is structured so that students will have many and varied opportunities to enlarge and use their spoken and written vocabularies.</i>) <i>Journey to Success 3 Student Book</i> (NRP 7104): pp. 8, 18, 28, 40, 50, 60, 63, 72, 82, 92, 104, 105, 108, 114, 117, 120, 124 <i>Scoreboost for TABE: Level E Language</i> (NRP 7112): pp. 42–43 <i>TABE Mastery Language: Level E</i> (NRP 7181): pp. 74–78</p>			

LANGUAGE

LEVEL E (AE–CCR LEVEL B)

TABE Skill Description	Standard	Description / Materials	Assigned	Completed	Proficiency
TEXT TYPES AND PURPOSES					
	3.W.1	Write opinion pieces on topics or texts, supporting a point of view with reasons. <i>Challenger 3 Writing Book</i> (NRP 2902): pp. 4–6, 8, 10, 12–14, 18, 20, 22, 24, 26, 28, 30, 32, 34–45 <i>Challenger Teacher’s Manual 1–4</i> (NRP 2576): pp. 95, 98, 100, 102–104, 106–108, 114 <i>Journey to Success 3 Student Book</i> (NRP 7104): pp. 26–27, 132–133 <i>Scoreboost for TABE: Level E Language</i> (NRP 7112): pp. 46–48 <i>TABE Mastery Language: Level E</i> (NRP 7181): pp. 82–87			
<ul style="list-style-type: none"> • Add evidence to an opinion paragraph. • Add evidence to a more complex opinion paragraph. • Add multiple details to an opinion paragraph. 		b. Provide reasons that support the opinion. <i>Challenger 3 Writing Book</i> (NRP 2902): pp. 12–17, 20–23, 34–39 <i>Journey to Success 3 Student Book</i> (NRP 7104): pp. 26–27, 132–133 <i>TABE Mastery Language: Level E</i> (NRP 7181): pp. 82–87			
<ul style="list-style-type: none"> • Use a linking word in an opinion paragraph. • Use a linking word in a more complex opinion paragraph. • Use multiple linking words in an opinion paragraph 		c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons. <i>Journey to Success 3 Student Book</i> (NRP 7104): pp. 132–133 <i>TABE Mastery Language: Level E</i> (NRP 7181): pp. 82–87			
<ul style="list-style-type: none"> • Add a concluding sentence to a more complex opinion paragraph. • Add a concluding sentence to an opinion paragraph. • Add multiple concluding sentences to an opinion paragraph. 		d. Provide a concluding statement or section. <i>Journey to Success 3 Student Book</i> (NRP 7104): pp. 132–133 <i>TABE Mastery Language: Level E</i> (NRP 7181): pp. 82–87			

LANGUAGE

LEVEL E (AE–CCR LEVEL B)

TABE Skill Description	Standard	Description / Materials	Assigned	Completed	Proficiency
	3.W.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. <i>Challenger 3 Writing Book</i> (NRP 2902): pp. 5, 7–9, 11, 13–15, 17–18, 26, 29, 36, 46–47 <i>Challenger Teacher’s Manual 1–4</i> (NRP 2576): pp. 95, 97, 101, 104, 106, 108, 110, 113, 114 <i>Journey to Success 3 Student Book</i> (NRP 7104): pp. 36–37, 80–81 <i>Scoreboost for TABE: Level E Language</i> (NRP 7112): pp. 49–52 <i>TABE Mastery Language: Level E</i> (NRP 7181): pp. 88–93			
• Add an introductory sentence to an informational paragraph.		a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. <i>Journey to Success 3 Student Book</i> (NRP 7104): pp. 36–37, 80–81 <i>Scoreboost for TABE: Level E Language</i> (NRP 7112): pp. 49–52 <i>TABE Mastery Language: Level E</i> (NRP 7181): pp. 88–93			
• Add a detail to an informational paragraph. • Add details to a more complex informational paragraph. • Add multiple details to an informational paragraph.		b. Develop the topic with facts, definitions, and details. <i>Journey to Success 3 Student Book</i> (NRP 7104): pp. 36–37, 80–81 <i>Scoreboost for TABE: Level E Language</i> (NRP 7112): pp. 49–52 <i>TABE Mastery Language: Level E</i> (NRP 7181): pp. 88–93			
• Add a concluding sentence to an informational paragraph. • Use a linking word in an informational paragraph. • Use a linking word in a more complex informational paragraph.		c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. <i>Journey to Success 3 Student Book</i> (NRP 7104): pp. 80–81 <i>Scoreboost for TABE: Level E Language</i> (NRP 7112): pp. 49–52 <i>TABE Mastery Language: Level E</i> (NRP 7181): pp. 88–93			
• Add a concluding sentence to a more complex opinion paragraph. • Add a concluding sentence to an opinion paragraph. • Add multiple concluding sentences to an opinion paragraph.		d. Provide a concluding statement or section. <i>Journey to Success 3 Student Book</i> (NRP 7104): pp. 36–37, 80–81 <i>Scoreboost for TABE: Level E Language</i> (NRP 7112): pp. 49–52 <i>TABE Mastery Language: Level E</i> (NRP 7181): pp. 88–93			

Student _____

Instructor/Class _____

LANGUAGE					
LEVEL M (AE–CCR LEVEL C)					
TABE Skill Description	Standard	Description / Materials	Assigned	Completed	Proficiency
CONVENTIONS OF STANDARD ENGLISH					
<ul style="list-style-type: none"> • Maintain the correct verb tense. • Use relative pronouns. • Use modal auxiliaries. • Use basic commonly confused words. • Use more complex commonly confused words. • Use conventional adjective order in sentences with basic adjectives. • Use conventional adjective order in more complex sentences. • Use conventional adjective order across multiple sentences. • Identify prepositional phrases. • Recognize a sentence fragment. • Recognize longer sentence fragments. • Combine simple sentences using a correlative conjunction. • Recognize a sentence fragment within a paragraph. • Recognize multiple sentence fragments within a paragraph. 	4.L.1	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><i>Journey to Success 4 Student Book</i> (NRP 7106): pp. 15, 24, 34, 35, 47, 56, 57, 66, 73, 79, 89, 98, 99, 111, 121, 131, 135, 136, 137, 139, 140, 141</p> <p><i>NRP Online Learning: Pre-HSE Reading/Language</i> (NRP 7165): Unit 4, Lessons 1, 2, 3, 8</p> <p><i>Scoreboost for TABE: Level M Language</i> (NRP 7117): pp. 4–9, 10–13</p> <p><i>TABE Mastery Language: Level M</i> (NRP 7184): pp. 4–13, 16–22</p>			

LANGUAGE

LEVEL M (AE–CCR LEVEL C)

TABE Skill Description	Standard	Description / Materials	Assigned	Completed	Proficiency
<ul style="list-style-type: none"> • Maintain the correct verb tense. • Use relative pronouns. • Use modal auxiliaries. • Use basic commonly confused words. • Use more complex commonly confused words. • Use conventional adjective order in sentences with basic adjectives. • Use conventional adjective order in more complex sentences. • Use conventional adjective order across multiple sentences. • Identify prepositional phrases. • Recognize a sentence fragment. • Recognize longer sentence fragments. • Combine simple sentences using a correlative conjunction. • Recognize a sentence fragment within a paragraph. • Recognize multiple sentence fragments within a paragraph. 	5.L.1	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <hr/> <p><i>Challenger 5 Writing Book</i> (NRP 2904): pp. 5, 7, 9, 11, 15, 17, 19, 36 <i>Challenger Teacher's Manual 5–8</i> (NRP 2577): pp. 48, 49, 50–51, 53, 56–58, 69 <i>Journey to Success 5 Student Book</i> (NRP 7108): pp. 138 <i>NRP Online Learning: Pre-HSE Reading/Language</i> (NRP 7165): Unit 4, Lessons 1, 2, 3, 8 <i>Scoreboost for TABE: Level M Language</i> (NRP 7117): pp. 4–9, 10–13 <i>TABE Mastery Language: Level M</i> (NRP 7184): pp. 4–13, 16–22</p>			

LANGUAGE

LEVEL M (AE–CCR LEVEL C)

TABE Skill Description	Standard	Description / Materials	Assigned	Completed	Proficiency
<ul style="list-style-type: none"> • Use a comma with coordinating conjunctions in a compound sentence. • Use commas with introductory words. • Use commas in longer compound sentences. • Use commas with items in a series (single words). • Combine longer simple sentences using coordinating conjunctions. • Use commas with introductory prepositional phrases. • Identify a sentence with a comma error. • Identify multiple sentences with comma errors. • Use correct capitalization. • Use correct capitalization in common nouns when used as proper nouns. • Use italics for book titles. 	4.L.2	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p><i>Challenger 4 Student Book</i> (NRP 2571): pp. 7–8, 12, 16–17, 23, 26, 28, 35–36, 40, 45, 46, 50, 52, 56, 61, 65–66, 70–72, 77, 80–81, 87, 91, 97–99, 103, 109, 114–115, 120–121</p> <p><i>Challenger Teacher’s Manual 1–4</i> (NRP 2576): pp. 122, 128</p> <p><i>Journey to Success 4 Student Book</i> (NRP 7106): pp. 136, 137, 138, 142</p> <p><i>NRP Online Learning: Pre-HSE Reading/Language</i> (NRP 7165): Unit 4, Lessons 4, 7</p> <p><i>Scoreboost for TABE: Level M Language</i> (NRP 7117): pp. 8–9, 14–19, 20–23</p> <p><i>TABE Mastery Language: Level M</i> (NRP 7184): pp. 14–23, 32–38</p>			
<ul style="list-style-type: none"> • Use a comma with coordinating conjunctions in a compound sentence. • Use commas with introductory words. • Use commas in longer compound sentences. • Use commas with items in a series (single words). • Combine longer simple sentences using coordinating conjunctions. • Use commas with introductory prepositional phrases. • Identify a sentence with a comma error. • Identify multiple sentences with comma errors. • Use correct capitalization. • Use correct capitalization in common nouns when used as proper nouns. • Use italics for book titles. 	5.L.2	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p><i>Challenger Teacher’s Manual 5–8</i> (NRP 2577): pp. 47, 49, 51, 53, 55–58, 60–67, 69–72</p> <p><i>Journey to Success 5 Student Book</i> (NRP 7108): pp. 136, 137, 139, 142</p> <p><i>NRP Online Learning: Pre-HSE Reading/Language</i> (NRP 7165): Unit 4, Lessons 4, 7</p> <p><i>Scoreboost for TABE: Level M Language</i> (NRP 7117): pp. 8–9, 14–19, 20–23</p> <p><i>TABE Mastery Language: Level M</i> (NRP 7184): pp. 14–23, 32–38</p>			

LANGUAGE

LEVEL M (AE–CCR LEVEL C)

TABE Skill Description	Standard	Description / Materials	Assigned	Completed	Proficiency
KNOWLEDGE OF LANGUAGE					
	5.L.3	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p><i>Challenger 5 Writing Book</i> (NRP 2904): pp. 5, 7, 9, 11, 13, 15, 17, 26, 29, 30, 32, 36, 44</p> <p><i>Challenger Teacher's Manual 5–8</i> (NRP 2577): pp. 48–51, 53, 56–58, 62–66, 69–70</p> <p><i>Journey to Success 5 Student Book</i> (NRP 7108): pp. 107, 135, 141</p> <p><i>NRP Online Learning: Pre-HSE Reading/Language</i> (NRP 7165): Unit 5, Lessons 1, 2, 3; Unit 6, Lesson 4</p> <p><i>Scoreboost for TABE: Level M Language</i> (NRP 7117): pp. 14, 24–27</p> <p><i>TABE Mastery Language: Level M</i> (NRP 7184): pp. 45–53</p>			
VOCABULARY ACQUISITION AND USE					
	4.L.4	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade reading and content, choosing flexibly from a range of strategies.</p> <p><i>Challenger 4 Student Book</i> (NRP 2571): pp. 21, 29–30, 35, 36, 40–41, 44–46, 48, 51, 52, 55, 59, 61, 65–67, 70–71, 76–77, 80–81, 88–90, 97–99, 102–103, 107, 109, 111–115, 120–121, 123–126</p> <p><i>Challenger Teacher's Manual 1–4</i> (NRP 2576): pp. 118–122, 124–128, 130–134, 137–140</p> <p><i>Journey to Success 4 Student Book</i> (NRP 7106): pp. 9, 14, 15, 19, 24, 25, 29, 34, 35, 41, 46, 47, 51, 56, 57, 61, 66, 67, 78, 79, 83, 88, 89, 93, 98, 99, 110, 120, 130</p> <p><i>NRP Online Learning: Pre-HSE Reading/Language</i> (NRP 7165): Unit 3, Lesson 7</p> <p><i>Scoreboost for TABE: Level M Language</i> (NRP 7117): pp. 31–32</p> <p><i>TABE Mastery Language: Level M</i> (NRP 7184): pp. 58–64</p>			

LANGUAGE

LEVEL M (AE–CCR LEVEL C)

TABE Skill Description	Standard	Description / Materials	Assigned	Completed	Proficiency
<ul style="list-style-type: none"> Select a definition of a word used in context. Determine the meaning of words embedded in longer passages. 	4.L.4 (cont.)	<p>a. Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies. 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.</p> <p><i>Challenger 4 Student Book</i> (NRP 2571): pp. 21, 29–30, 40, 57, 88–89 <i>Journey to Success 4 Student Book</i> (NRP 7106): pp. 9, 19, 29, 41, 51, 73, 83, 93, 105, 115, 125 <i>NRP Online Learning: Pre-HSE Reading/Language</i> (NRP 7165): Unit 3, Lesson 7 <i>Scoreboost for TABE: Level M Language</i> (NRP 7117): pp. 31–32 <i>TABE Mastery Language: Level M</i> (NRP 7184): pp. 58–64</p>			
<ul style="list-style-type: none"> Determine the meaning of a prefix. Determine the meaning of a root word. 		<p>b. Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word.</p> <p><i>Challenger 4 Student Book</i> (NRP 2571): pp. 7, 12, 16, 23, 35–36, 44–46, 52, 65–66, 70–71, 77, 81, 97–98, 103, 109, 114–115, 120–121 <i>Journey to Success 4 Student Book</i> (NRP 7106): pp. 14–15, 24–25, 34–35, 46–47, 56–57, 66–67, 78–79, 88–89, 98–99, 110–111, 120–121, 130–131 <i>NRP Online Learning: Pre-HSE Reading/Language</i> (NRP 7165): Unit 3, Lesson 7 <i>Scoreboost for TABE: Level M Language</i> (NRP 7117): pp. 31–32 <i>TABE Mastery Language: Level M</i> (NRP 7184): pp. 58–64</p>			
<ul style="list-style-type: none"> Select the definition of more complex words used in context. 		<p>c. Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies. 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.</p> <p><i>Challenger Teacher's Manual 1–4</i> (NRP 2576): pp. 122, 133, 140 <i>Journey to Success 4 Student Book</i> (NRP 7106): pp. 24, 34, 46, 56, 78, 93, 120 <i>Scoreboost for TABE: Level M Language</i> (NRP 7117): pp. 31–32 <i>TABE Mastery Language: Level M</i> (NRP 7184): p. 61</p>			

LANGUAGE

LEVEL M (AE–CCR LEVEL C)

TABE Skill Description	Standard	Description / Materials	Assigned	Completed	Proficiency
<ul style="list-style-type: none"> • Make word-level revisions to a sentence using a precise word. • Use words to signal contrast in basic sentences. • Use words to signal contrast in more complex sentences. • Make word-level revisions to more complex sentences using a precise word. • Use modifying words and phrases correctly. 	4.L.6	<p>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).</p> <p><i>Challenger 4 Student Book</i> (NRP 2571): Throughout (<i>A goal of Challenger is to enable students to acquire and use accurately general academic and domain-specific words and phrases and word knowledge.</i>)</p> <p><i>Journey to Success 4 Student Book</i> (NRP 7106): pp. pp. 8–9, 18–19, 28–29, 40–41, 50–51, 60–61, 72–73, 82–83, 92–93, 104–105, 111, 114–115, 121, 124–125, 131</p> <p><i>NRP Online Learning: Pre-HSE Reading/Language</i> (NRP 7165): Unit 4, Lesson 1; Unit 6, Lessons 1, 3</p> <p><i>Scoreboost for TABE: Level M Language</i> (NRP 7117): pp. 33–34</p> <p><i>TABE Mastery Language: Level M</i> (NRP 7184): pp. 65–69</p>			
<ul style="list-style-type: none"> • Make word-level revisions to a sentence using a precise word. • Use words to signal contrast in basic sentences. • Use words to signal contrast in more complex sentences. • Make word-level revisions to more complex sentences using a precise word. • Use modifying words and phrases correctly. 	5.L.6	<p>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).</p> <p><i>Challenger 5 Student Book</i> (NRP 2572): Throughout (<i>A goal of Challenger is to enable students to acquire and use accurately general academic and domain-specific words and phrases and word knowledge.</i>)</p> <p><i>Journey to Success 5 Student Book</i> (NRP 7108): pp. 8–9, 18–19, 28–29, 33, 35, 40–41, 50–51, 60–61, 67, 72–73, 82–83, 89, 92–93, 104–105, 114–115, 124–125</p> <p><i>NRP Online Learning: Pre-HSE Reading/Language</i> (NRP 7165): Unit 4, Lesson 1; Unit 6, Lessons 1, 3</p> <p><i>Scoreboost for TABE: Level M Language</i> (NRP 7117): pp. 35–36</p> <p><i>TABE Mastery Language: Level M</i> (NRP 7184): pp. 65–69</p>			

LANGUAGE

LEVEL M (AE–CCR LEVEL C)

TABE Skill Description	Standard	Description / Materials	Assigned	Completed	Proficiency
TEXT TYPES AND PURPOSES					
	5.W.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information. <i>Challenger 5 Student Book</i> (NRP 2572): pp. 42, 48, 55, 56, 75, 81, 87, 108, 113, 134, 141, 147, 153 <i>Challenger 5 Writing Book</i> (NRP 2904): pp. 4–14, 16–21, 23, 25, 27, 41, 47 <i>Challenger Teacher’s Manual 5–8</i> (NRP 2577): pp. 48, 50, 56, 60, 62, 63, 65, 66, 67, 72 <i>Journey to Success 5 Student Book</i> (NRP 7108): pp. 58–59 <i>NRP Online Learning: Pre-HSE Reading/Language</i> (NRP 7165): Unit 5, Lesson 3; Unit 6, Lessons 1, 2, 3, 4 <i>Scoreboost for TABE: Level M Language</i> (NRP 7117): pp. 40–41 <i>TABE Mastery Language: Level M</i> (NRP 7184): pp. 78–83			
<ul style="list-style-type: none"> Add an introduction to an opinion paragraph. Revise an introductory sentence of an opinion paragraph. 		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. <i>Challenger 5 Student Book</i> (NRP 2572): pp. 42, 48 <i>Challenger 5 Writing Book</i> (NRP 2904): pp. 16–21, 23, 41, 43 <i>Challenger Teacher’s Manual 5–8</i> (NRP 2577): pp. 56 <i>Journey to Success 5 Student Book</i> (NRP 7108): pp. 58–59 <i>NRP Online Learning: Pre-HSE Reading/Language</i> (NRP 7165): Unit 6, Lessons 1, 2, 3 <i>Scoreboost for TABE: Level M Language</i> (NRP 7117): pp. 40–41 <i>TABE Mastery Language: Level M</i> (NRP 7184): pp. 78–83			
<ul style="list-style-type: none"> Add supporting evidence to an opinion paragraph. 		b. Provide logically ordered reasons that are supported by facts and details. <i>Challenger 5 Student Book</i> (NRP 2572): pp. 81 <i>Challenger 5 Writing Book</i> (NRP 2904): pp. 4–14, 16–21, 23, 27, 41, 43 <i>Challenger Teacher’s Manual 5–8</i> (NRP 2577): pp. 63, 72 <i>Journey to Success 5 Student Book</i> (NRP 7108): pp. 58–59 <i>NRP Online Learning: Pre-HSE Reading/Language</i> (NRP 7165): Unit 6, Lesson 4 <i>Scoreboost for TABE: Level M Language</i> (NRP 7117): pp. 40–41 <i>TABE Mastery Language: Level M</i> (NRP 7184): pp. 78–83			

LANGUAGE

LEVEL M (AE–CCR LEVEL C)

TABE Skill Description	Standard	Description / Materials	Assigned	Completed	Proficiency
<ul style="list-style-type: none"> • Use transitional words in an opinion paragraph. • Add a transitional sentence to an opinion paragraph. 	5.W.1 (cont.)	<p>c. Link opinion and reasons using words, phrases, and clauses.</p> <p><i>Challenger 5 Writing Book</i> (NRP 2904): pp. 27, 41, 43, 47 <i>Journey to Success 5 Student Book</i> (NRP 7108): pp. 58–59 <i>NRP Online Learning: Pre-HSE Reading/Language</i> (NRP 7165): Unit 5, Lesson 3; Unit 6, Lessons 3, 4 <i>Scoreboost for TABE: Level M Language</i> (NRP 7117): pp. 40–41 <i>TABE Mastery Language: Level M</i> (NRP 7184): pp. 78–83</p>			
<ul style="list-style-type: none"> • Add a concluding sentence to an opinion paragraph. • Revise a concluding sentence in an opinion passage. • Add multiple concluding sentences to an opinion passage. 		<p>d. Provide a concluding statement or section related to the opinion presented.</p> <p><i>Challenger 5 Writing Book</i> (NRP 2904): pp. 16–21, 23, 41, 43 <i>Journey to Success 5 Student Book</i> (NRP 7108): pp. 58–59 <i>NRP Online Learning: Pre-HSE Reading/Language</i> (NRP 7165): Unit 6, Lessons 3, 4 <i>Scoreboost for TABE: Level M Language</i> (NRP 7117): pp. 40–41 <i>TABE Mastery Language: Level M</i> (NRP 7184): pp. 78–83</p>			
	4.W.2	<p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p><i>Challenger 4 Writing Book</i> (NRP 2903): pp. 17, 19, 21, 23, 25, 27, 41, 45, 46 <i>Challenger Teacher’s Manual 1–4</i> (NRP 2576): pp. 118, 124–126, 130–132, 134, 136, 138, 140 <i>Journey to Success 4 Student Book</i> (NRP 7106): pp. 36–37, 48–49, 68–69, 100–101 <i>NRP Online Learning: Pre-HSE Reading/Language</i> (NRP 7165): Unit 5, Lessons 1, 2, 3; Unit 6, Lessons 3, 4 <i>Scoreboost for TABE: Level M Language</i> (NRP 7117): pp. 33–34, 42–45 <i>TABE Mastery Language: Level M</i> (NRP 7184): pp. 65–68, 84–90</p>			
<ul style="list-style-type: none"> • Add an introductory sentence to an informational paragraph. • Revise an introductory sentence of an informational sentence. • Use headings to group details in an informational paragraph. 		<p>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.</p> <p><i>Journey to Success 4 Student Book</i> (NRP 7106): pp. 36–37, 48–49, 68–69, 100–101 <i>NRP Online Learning: Pre-HSE Reading/Language</i> (NRP 7165): Unit 5, Lesson 1; Unit 6, Lesson 3 <i>Scoreboost for TABE: Level M Language</i> (NRP 7117): pp. 42–45 <i>TABE Mastery Language: Level M</i> (NRP 7184): pp. 84–90</p>			

LANGUAGE

LEVEL M (AE–CCR LEVEL C)

TABE Skill Description	Standard	Description / Materials	Assigned	Completed	Proficiency
<ul style="list-style-type: none"> Add details to an informational paragraph. 	4.W.2 (cont.)	b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. <i>Journey to Success 4 Student Book</i> (NRP 7106): pp. 36–37, 48–49, 68–69, 100–101 <i>NRP Online Learning: Pre-HSE Reading/Language</i> (NRP 7165): Unit 5, Lessons 2, 3 <i>Scoreboost for TABE: Level M Language</i> (NRP 7117): pp. 42–45 <i>TABE Mastery Language: Level M</i> (NRP 7184): pp. 84–90			
<ul style="list-style-type: none"> Use transitional words to combine sentences within an informational paragraph. Use a transitional sentence in an informational paragraph. 		c. Link ideas within categories of information using words and phrases <i>Journey to Success 4 Student Book</i> (NRP 7106): pp. 36–37, 48–49, 68–69, 100–101 <i>NRP Online Learning: Pre-HSE Reading/Language</i> (NRP 7165): Unit 5, Lesson 3; Unit 6, Lessons 3, 4 <i>Scoreboost for TABE: Level M Language</i> (NRP 7117): pp. 42–45 <i>TABE Mastery Language: Level M</i> (NRP 7184): pp. 84–90			
<ul style="list-style-type: none"> Revise a sentence using precise language. Revise multiple sentences using precise language. 		d. Use precise language and domain-specific vocabulary to inform about or explain the topic. <i>NRP Online Learning: Pre-HSE Reading/Language</i> (NRP 7165): Unit 6, Lesson 4 <i>Scoreboost for TABE: Level M Language</i> (NRP 7117): pp. 33–34, 42–45 <i>TABE Mastery Language: Level M</i> (NRP 7184): pp. 65–68, 84–90			
<ul style="list-style-type: none"> Revise a conclusion of an informational paragraph. 		e. Provide a concluding statement or section related to the information or explanation presented. <i>Journey to Success 4 Student Book</i> (NRP 7106): pp. 36–37, 48–49, 68–69, 100–101 <i>NRP Online Learning: Pre-HSE Reading/Language</i> (NRP 7165): Unit 6, Lesson 3 <i>Scoreboost for TABE: Level M Language</i> (NRP 7117): pp. 42–45 <i>TABE Mastery Language: Level M</i> (NRP 7184): pp. 84–90			

Student _____

Instructor/Class _____

LANGUAGE					
LEVEL D (AE–CCR LEVEL D)					
TABE Skill Description	Standard	Description / Materials	Assigned	Completed	Proficiency
CONVENTIONS OF STANDARD ENGLISH					
<ul style="list-style-type: none"> • Use subject and object pronouns correctly. • Use possessive pronouns correctly. • Use possessive pronouns correctly (agreement in number and gender). • Make corrections to ambiguous pronoun usage. • Identify the use of passive voice. • Make revisions to sentences using the passive voice. • Maintain parallel use of verb mood. • Identify shifts in subject pronouns. • Identify misplaced modifiers. • Identify multiple sentences with misplaced modifiers. • Identify sentence types. 	6.L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <i>Challenger 6 Writing Book</i> (NRP 2905): pp. 36–39, 40–42, 48 <i>Challenger Teacher's Manual 5–8</i> (NRP 2577): pp. 95, 96, 97, 98 <i>Journey to Success 6 Student Book</i> (NRP 7110): pp. 136, 137, 138, 142 <i>NRP Online Learning: Pre-HSE Reading/Language</i> (NRP 7165): Unit 4, Lessons 1, 2, 3, 6, 8 <i>Pre-HSE Core Skills in Reading & Writing</i> (NRP 2882): pp. 80–91, 99–101, 104–107 <i>Pre-HSE Workbook Writing 1</i> (NRP 2641): pp. 12–15, 18–23, 28–31, 44–45 <i>Scoreboost for TABE: Level D Language</i> (NRP 7122): pp. 4–9 <i>TABE Mastery Language: Level D</i> (NRP 7187): pp. 14–17, 23–26, 30–34 <i>WorkWise: Writing at Work</i> (NRP 2194): pp. 5–13, 14–20, 21–28, 29–36, 37–46, 47–56, 57–64, 65–71			

LANGUAGE

LEVEL D (AE–CCR LEVEL D)

TABE Skill Description	Standard	Description / Materials	Assigned	Completed	Proficiency
<ul style="list-style-type: none"> • Use subject and object pronouns correctly. • Use possessive pronouns correctly. • Use possessive pronouns correctly (agreement in number and gender). • Make corrections to ambiguous pronoun usage. • Identify the use of passive voice. • Make revisions to sentences using the passive voice. • Maintain parallel use of verb mood. • Identify shifts in subject pronouns. • Identify misplaced modifiers. • Identify multiple sentences with misplaced modifiers. • Identify sentence types. 	7.L.1	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><i>Challenger 7 Student Book</i> (NRP 2574): pp. 17, 83, 88–89, 111, 148–149, 159, 173</p> <p><i>Challenger 7 Writing Book</i> (NRP 2906): pp. 20, 22, 24, 26, 28, 30, 32, 38, 40, 42, 47</p> <p><i>Challenger Teacher's Manual 5–8</i> (NRP 2577): pp. 114–117, 119–121, 125–127</p> <p><i>Journey to Success 7 Student Book</i> (NRP 7434): pp. 159, 161, 163</p> <p><i>NRP Online Learning: Pre-HSE Reading/Language</i> (NRP 7165): Unit 4, Lessons 1, 2, 3, 6, 8</p> <p><i>Pre-HSE Core Skills in Reading & Writing</i> (NRP 2882): pp. 80–91, 99–101, 104–107</p> <p><i>Pre-HSE Workbook: Writing 1</i> (NRP 2641): pp. 12–15, 18–23, 28–31, 44–45</p> <p><i>Scoreboost for TABE: Level D Language</i> (NRP 7122): pp. 10–13</p> <p><i>TABE Mastery Language: Level D</i> (NRP 7187): pp. 14–17, 23–26, 30–34</p> <p><i>WorkWise: Writing at Work</i> (NRP 2194): pp. 5–13, 14–20, 21–28, 29–36, 37–46, 47–56, 57–64, 65–71</p>			
<ul style="list-style-type: none"> • Use subject and object pronouns correctly. • Use possessive pronouns correctly. • Use possessive pronouns correctly (agreement in number and gender). • Make corrections to ambiguous pronoun usage. • Identify the use of passive voice. • Make revisions to sentences using the passive voice. • Maintain parallel use of verb mood. • Identify shifts in subject pronouns. • Identify misplaced modifiers. • Identify multiple sentences with misplaced modifiers. • Identify sentence types. 	8.L.1	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><i>Challenger 8 Writing Book</i> (NRP 2907): pp. 9, 11, 13, 15, 17, 19, 21, 23, 25–37, 39, 41, 43, 45–47</p> <p><i>Journey to Success 8 Student Book</i> (NRP 7436): pp. 159, 161–162</p> <p><i>NRP Online Learning: Pre-HSE Reading/Language</i> (NRP 7165): Unit 4, Lessons 1, 2, 3, 6, 8</p> <p><i>Pre-HSE Core Skills in Reading & Writing</i> (NRP 2882): pp. 80–91, 99–101, 104–107</p> <p><i>Pre-HSE Workbook: Writing 1</i> (NRP 2641): pp. 12–15, 18–23, 28–31, 44–45</p> <p><i>Scoreboost for TABE: Level D Language</i> (NRP 7122): pp. 14–17</p> <p><i>TABE Mastery Language: Level D</i> (NRP 7187): pp. 14–17, 23–26, 30–34</p> <p><i>WorkWise: Writing at Work</i> (NRP 2194): pp. 5–13, 14–20, 21–28, 29–36, 37–46, 47–56, 57–64, 65–71</p>			

LANGUAGE

LEVEL D (AE–CCR LEVEL D)

TABE Skill Description	Standard	Description / Materials	Assigned	Completed	Proficiency
<ul style="list-style-type: none"> • Use and punctuate coordinate adjectives correctly. • Use commas to set off nonrestrictive clauses. • Use commas with parenthetical phrases. • Identify a single sentence with coordinate adjectives. • Use commas to set off a nonrestrictive clause in a more complex text. • Identify multiple sentences with coordinate adjectives. • Identify coordinate adjectives in multiple, more complex sentences. • Use an ellipsis in a sentence with omitted text or pauses. • Use multiple forms of punctuation—ellipses or dashes—to indicate a pause. • Spell correctly (tier 1 words). • Spell correctly (more complex tier 1 words). • Spell correctly (words with foreign origin). 	6.L.2	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p><i>Challenger 6 Student Book</i> (NRP 2573): pp. 12, 14, 19, 25, 31, 39, 51, 65, 76, 85, 86, 104, 108, 110, 115, 117, 126, 132, 150, 155, 164, 165, 182, 185</p> <p><i>Challenger Teacher's Manual 5–8</i> (NRP 2577): pp. 75, 77, 79, 80, 81, 82, 84, 86, 88, 89, 90, 91, 96</p> <p><i>Journey to Success 6 Student Book</i> (NRP 7110): pp. 135, 140, 141</p> <p><i>NRP Online Learning: Pre-HSE Reading/Language</i> (NRP 7165): Unit 4, Lessons 4, 5, 7, 9</p> <p><i>Pre-HSE Core Skills in Reading & Writing</i> (NRP 2882): pp. 92–98, 102–103, 108–111</p> <p><i>Pre-HSE Workbook: Writing 1</i> (NRP 2641): pp. 32–33, 36–41, 49</p> <p><i>Scoreboost for TABE: Level D Language</i> (NRP 7122): pp. 18–19, 22–23</p> <p><i>TABE Mastery Language: Level D</i> (NRP 7187): pp. 40–42, 46–47, 51–54</p> <p><i>WorkWise: Writing at Work</i> (NRP 2194): pp. 5–13</p>			

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LEVEL D (AE–CCR LEVEL D)

TABE Skill Description	Standard	Description / Materials	Assigned	Completed	Proficiency
<ul style="list-style-type: none"> • Use and punctuate coordinate adjectives correctly. • Use commas to set off nonrestrictive clauses. • Use commas with parenthetical phrases. • Identify a single sentence with coordinate adjectives. • Use commas to set off a nonrestrictive clause in a more complex text. • Identify multiple sentences with coordinate adjectives. • Identify coordinate adjectives in multiple, more complex sentences. • Use an ellipsis in a sentence with omitted text or pauses. • Use multiple forms of punctuation—ellipses or dashes—to indicate a pause. • Spell correctly (tier 1 words). • Spell correctly (more complex tier 1 words). • Spell correctly (words with foreign origin). 	7.L.2	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p><i>Challenger 7 Student Book</i> (NRP 2574): pp. 74, 75, 98, 152–153, 160, 164 <i>Challenger 7 Writing Book</i> (NRP 2906): pp. 19, 21, 25, 27, 29, 31, 33, 35, 37, 39, 41, 43 <i>Challenger Teacher's Manual 5–8</i> (NRP 2577): pp. 112, 115, 120–123 <i>Journey to Success 7 Student Book</i> (NRP 7434): pp. 162, 164–165 <i>NRP Online Learning: Pre-HSE Reading/Language</i> (NRP 7165): Unit 4, Lessons 4, 5, 7, 9 <i>Pre-HSE Core Skills in Reading & Writing</i> (NRP 2882): pp. 92–98, 102–103, 108–111 <i>Pre-HSE Workbook: Writing 1</i> (NRP 2641): pp. 32–33, 36–41, 49 <i>Scoreboost for TABE: Level D Language</i> (NRP 7122): pp. 18–19, 22–23 <i>TABE Mastery Language: Level D</i> (NRP 7187): pp. 40–42, 46–47, 51–54 <i>WorkWise: Writing at Work</i> (NRP 2194): pp. 5–13</p>			

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LEVEL D (AE–CCR LEVEL D)

TABE Skill Description	Standard	Description / Materials	Assigned	Completed	Proficiency
<ul style="list-style-type: none"> • Use and punctuate coordinate adjectives correctly. • Use commas to set off nonrestrictive clauses. • Use commas with parenthetical phrases. • Identify a single sentence with coordinate adjectives. • Use commas to set off a nonrestrictive clause in a more complex text. • Identify multiple sentences with coordinate adjectives. • Identify coordinate adjectives in multiple, more complex sentences. • Use an ellipsis in a sentence with omitted text or pauses. • Use multiple forms of punctuation—ellipses or dashes—to indicate a pause. • Spell correctly (tier 1 words). • Spell correctly (more complex tier 1 words). • Spell correctly (words with foreign origin). 	8.L.2	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p><i>Challenger 8 Student Book</i> (NRP 2575): pp. 72–73, 153, 203–204 <i>Challenger 8 Writing Book</i> (NRP 2907): pp. 9, 11, 13, 15, 17, 19, 21, 23, 25–37, 39, 41, 43, 45–47 <i>Challenger Teacher’s Manual 5–8</i> (NRP 2577): pp. 137, 141, 148, 150, 152, 153, 156 <i>Journey to Success 8 Student Book</i> (NRP 7436): pp. 163–165 <i>NRP Online Learning: Pre-HSE Reading/Language</i> (NRP 7165): Unit 4, Lessons 4, 5, 7, 9 <i>Pre-HSE Core Skills in Reading & Writing</i> (NRP 2882): pp. 92–98, 102–103, 108–111 <i>Pre-HSE Workbook: Writing 1</i> (NRP 2641): pp. 16–17, 20–21, 32–33, 49 <i>Scoreboost for TABE: Level D Language</i> (NRP 7122): pp. 18–19, 20–21, 22–23 <i>TABE Mastery Language: Level D</i> (NRP 7187): pp. 40–42, 46–47, 51–54 <i>WorkWise: Writing at Work</i> (NRP 2194): pp. 5–13</p>			
KNOWLEDGE OF LANGUAGE					
	6.L.3	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p><i>Challenger 6 Writing Book</i> (NRP 2905): pp. 10–11, 12, 14–16, 18, 20–22, 47 <i>Challenger Teacher’s Manual 5–8</i> (NRP 2577): pp. 79, 80, 84–86 <i>Journey to Success 6 Student Book</i> (NRP 7110): pp. 135–142 <i>NRP Online Learning: Pre-HSE Reading/Language</i> (NRP 7165): Unit 4, Lessons 2, 3, 4; Unit 6, Lesson 4 <i>Pre-HSE Core Skills in Reading & Writing</i> (NRP 2882): pp. 115–122, 136–139 <i>Pre-HSE Workbook: Writing 2</i> (NRP 2642): pp. 14–23, 34–37, 44 <i>Scoreboost for TABE: Level D Language</i> (NRP 7122): pp. 27–28 <i>TABE Mastery Language: Level D</i> (NRP 7187): pp. 58–60, 64–65 <i>WorkWise: Writing at Work</i> (NRP 2194): pp. 5–13, 37–46, 47–56</p>			

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LEVEL D (AE–CCR LEVEL D)

TABE Skill Description	Standard	Description / Materials	Assigned	Completed	Proficiency
<ul style="list-style-type: none"> Combine sentences while maintaining style. Revise compound-complex sentences to improve clarity. 	6.L.3 (cont.)	<p>a. Use knowledge of language and its conventions when writing, speaking, reading, or listening. Vary sentence patterns for meaning, reader/listener interest, and style.</p> <p><i>Challenger 6 Writing Book</i> (NRP 2905): pp. 10–11, 12, 18, 22, 47 <i>Challenger Teacher’s Manual</i> 5–8 (NRP 2577): pp. 79, 80, 84–86 <i>Journey to Success 6 Student Book</i> (NRP 7110): pp. 142 <i>NRP Online Learning: Pre-HSE Reading/Language</i> (NRP 7165): Unit 4, Lessons 2, 3, 4 <i>Pre-HSE Workbook: Writing 1</i> (NRP 2641): pp. 36–39, 46–47 <i>Scoreboost for TABE: Level D Language</i> (NRP 7122): pp. 27–28 <i>TABE Mastery Language: Level D</i> (NRP 7187): pp. 23–27, 58–61</p>			
<ul style="list-style-type: none"> Revise a paragraph to maintain style. Revise a paragraph to maintain tone. Combine sentences with prepositional phrases and dependent clauses while maintaining style. 		<p>b. Use knowledge of language and its conventions when writing, speaking, reading, or listening. Maintain consistency in style and tone.</p> <p><i>NRP Online Learning: Pre-HSE Reading/Language</i> (NRP 7165): Unit 4, Lessons 3, 4; Unit 6, Lesson 4 <i>Pre-HSE Core Skills in Reading & Writing</i> (NRP 2882): pp. 133, 136–139 <i>Pre-HSE Workbook: Writing 1</i> (NRP 2641): pp. 36–39 <i>Pre-HSE Workbook: Writing 2</i> (NRP 2642): pp. 30–37, 40–44 <i>Scoreboost for TABE: Level D Language</i> (NRP 7122): pp. 27–28 <i>TABE Mastery Language: Level D</i> (NRP 7187): pp. 58–61 <i>WorkWise: Writing at Work</i> (NRP 2194): pp. 47–56</p>			
<ul style="list-style-type: none"> Make a word-level revision to a sentence to use precise language. Make a sentence-level revision to use precise language. Make a sentence-level revision to a paragraph to use precise language. 		<p>c. Use knowledge of language and its conventions when writing, speaking, reading, or listening. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.</p> <p><i>Challenger 6 Writing Book</i> (NRP 2905): pp. 14–16, 18, 20–22, 32, 44 <i>Journey to Success 6 Student Book</i> (NRP 7110): pp. 135–142 <i>NRP Online Learning: Pre-HSE Reading/Language</i> (NRP 7165): Unit 6, Lesson 4 <i>Pre-HSE Core Skills in Reading & Writing</i> (NRP 2882): pp. 136–139 <i>Pre-HSE Workbook: Writing 2</i> (NRP 2642): pp. 34–37, 44 <i>TABE Mastery Language: Level D</i> (NRP 7187): pp. 64–66 <i>WorkWise: Writing at Work</i> (NRP 2194): pp. 5–13, 37–46</p>			

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LEVEL D (AE–CCR LEVEL D)

TABE Skill Description	Standard	Description / Materials	Assigned	Completed	Proficiency
	7.L.3	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p><i>Journey to Success 7 Student Book</i> (NRP 7434): pp. 162, 164–166 <i>NRP Online Learning: Pre-HSE Reading/Language</i> (NRP 7165): Unit 4, Lessons 2, 3, 4; Unit 6, Lesson 4 <i>Pre-HSE Core Skills in Reading & Writing</i> (NRP 2882): pp. 115–122, 136–139 <i>Pre-HSE Workbook: Writing 2</i> (NRP 2642): pp. 14, 16–23 <i>Scoreboost for TABE: Level D Language</i> (NRP 7122): pp. 29–30 <i>TABE Mastery Language: Level D</i> (NRP 7187): pp. 58–60, 64–65 <i>WorkWise: Writing at Work</i> (NRP 2194): pp. 5–13, 37–46, 47–56</p>			
<ul style="list-style-type: none"> Combine sentences while maintaining style. Revise compound-complex sentences to improve clarity. 		<p>a. Use knowledge of language and its conventions when writing, speaking, reading, or listening. Vary sentence patterns for meaning, reader/listener interest, and style.</p> <p><i>Journey to Success 7 Student Book</i> (NRP 7434): p. 164 <i>NRP Online Learning: Pre-HSE Reading/Language</i> (NRP 7165): Unit 4, Lessons 2, 3, 4 <i>Pre-HSE Core Skills in Reading & Writing</i> (NRP 2882): pp. 115–122, 136–139 <i>Pre-HSE Workbook: Writing 1</i> (NRP 2641): pp. 36–39 <i>Pre-HSE Workbook: Writing 2</i> (NRP 2642): pp. 14, 16–23 <i>Scoreboost for TABE: Level D Language</i> (NRP 7122): pp. 29–30 <i>TABE Mastery Language: Level D</i> (NRP 7187): pp. 58–60, 64–65 <i>WorkWise: Writing at Work</i> (NRP 2194): pp. 5–13, 37–46, 47–56</p>			
<ul style="list-style-type: none"> Revise a paragraph to maintain style. Revise a paragraph to maintain tone. Combine sentences with prepositional phrases and dependent clauses while maintaining style. 		<p>b. Use knowledge of language and its conventions when writing, speaking, reading, or listening. Maintain consistency in style and tone.</p> <p><i>NRP Online Learning: Pre-HSE Reading/Language</i> (NRP 7165): Unit 4, Lessons 3, 4; Unit 6, Lesson 4 <i>Pre-HSE Core Skills in Reading & Writing</i> (NRP 2882): pp. 115–122, 136–139 <i>Pre-HSE Workbook: Writing 1</i> (NRP 2641): pp. 36–39 <i>Pre-HSE Workbook: Writing 2</i> (NRP 2642): pp. 14, 16–23 <i>Scoreboost for TABE: Level D Language</i> (NRP 7122): pp. 29–30 <i>TABE Mastery Language: Level D</i> (NRP 7187): pp. 58–60, 64–65 <i>WorkWise: Writing at Work</i> (NRP 2194): pp. 5–13, 37–46, 47–56</p>			

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LEVEL D (AE–CCR LEVEL D)

TABE Skill Description	Standard	Description / Materials	Assigned	Completed	Proficiency
<ul style="list-style-type: none"> Make a word-level revision to a sentence to use precise language. Make a sentence-level revision to use precise language. Make a sentence-level revision to a paragraph to use precise language. 	7.L.3 (cont.)	<p>c. Use knowledge of language and its conventions when writing, speaking, reading, or listening. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.</p> <p><i>Journey to Success 7 Student Book</i> (NRP 7434): pp. 164, 166 <i>NRP Online Learning: Pre-HSE Reading/Language</i> (NRP 7165): Unit 6, Lesson 4 <i>Pre-HSE Core Skills in Reading & Writing</i> (NRP 2882): pp. 115–122, 136–139 <i>Pre-HSE Workbook: Writing 2</i> (NRP 2642): pp. 14, 16–23 <i>Scoreboost for TABE: Level D Language</i> (NRP 7122): pp. 29–30 <i>TABE Mastery Language: Level D</i> (NRP 7187): pp. 58–60, 64–65 <i>WorkWise: Writing at Work</i> (NRP 2194): pp. 5–13, 37–46, 47–56</p>			
VOCABULARY ACQUISITION AND USE					
	6.L.4	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.</p> <p><i>Challenger 6 Student Book</i> (NRP 2573): pp. 19, 31, 37–38, 39, 40, 43, 51, 56–57, 64, 65, 76–77, 85, 89–90, 95, 100–101, 104, 109, 110, 116, 117, 126, 127, 132, 146–147, 150, 155, 162–163, 165–166, 172–173, 180, 182, 186–188 <i>Challenger Teacher's Manual 5–8</i> (NRP 2577): pp. 77, 79–87, 89–92, 94–96, 98 <i>Journey to Success 6 Student Book</i> (NRP 7110): pp. 9, 14, 15, 19, 24, 25, 29, 34, 35, 41, 46, 47, 51, 56, 57, 61, 66, 67, 73, 78, 79, 83, 88, 89, 93, 98, 99, 105, 110, 111, 120, 130 <i>NRP Online Learning: Pre-HSE Reading/Language</i> (NRP 7165): Unit 2, Lesson 3; Unit 3, Lesson 7 <i>Pre-HSE Core Skills in Reading & Writing</i> (NRP 2882): pp. 40–43, 73–74 <i>Pre-HSE Workbook: Reading</i> (NRP 2640): pp. 28, 46 <i>Scoreboost for TABE: Level D Language</i> (NRP 7122): pp. 32–35 <i>TABE Mastery Language: Level D</i> (NRP 7187): pp. 75–77</p>			

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LEVEL D (AE–CCR LEVEL D)

TABE Skill Description	Standard	Description / Materials	Assigned	Completed	Proficiency
<ul style="list-style-type: none"> Determine the meaning of tier 1 words in context. Use context to support a word's meaning. 	6.L.4 (cont.)	<p>a. Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies. 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.</p> <p><i>Challenger 6 Student Book</i> (NRP 2573): pp. 19, 31, 37–38, 39, 40, 43, 51, 56–57, 65, 76–77, 85, 89–90, 100–101, 104, 109, 110, 116, 117, 126, 132, 146–147, 150, 155, 163, 165–166, 172–173, 180, 182, 186–188</p> <p><i>Challenger Teacher's Manual 5–8</i> (NRP 2577): pp. 77</p> <p><i>Journey to Success 6 Student Book</i> (NRP 7110): pp. 9, 14–15, 19, 24–25, 29, 34–35, 41, 46–47, 51, 56–57, 61, 66–67, 78–79, 83, 88–89, 93, 98–99, 105, 110–111, 115, 120–121, 125, 130–131, 135</p> <p><i>NRP Online Learning: Pre-HSE Reading/Language</i> (NRP 7165): Unit 2, Lesson 3; Unit 3, Lesson 7</p> <p><i>Pre-HSE Core Skills in Reading & Writing</i> (NRP 2882): pp. 40–43, 73–74</p> <p><i>Pre-HSE Workbook: Reading</i> (NRP 2640): pp. 28, 46</p> <p><i>Scoreboost for TABE: Level D Language</i> (NRP 7122): pp. 32–33</p> <p><i>TABE Mastery Language: Level D</i> (NRP 7187): pp. 74–76</p>			
<ul style="list-style-type: none"> Determine the meaning of a multiple-meaning word. 		<p>c. Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies. 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.</p> <p><i>Challenger 6 Student Book</i> (NRP 2573): pp. 64, 78–79, 95, 127, 133, 162</p> <p><i>Challenger Teacher's Manual 5–8</i> (NRP 2577): pp. 80, 86–87</p> <p><i>Journey to Success 6 Student Book</i> (NRP 7110): pp. 73</p> <p><i>NRP Online Learning: Pre-HSE Reading/Language</i> (NRP 7165): Unit 3, Lesson 7</p> <p><i>Pre-HSE Core Skills in Reading & Writing</i> (NRP 2882): pp. 73–74</p> <p><i>Pre-HSE Workbook: Reading</i> (NRP 2640): p. 28</p> <p><i>Scoreboost for TABE: Level D Language</i> (NRP 7122): pp. 34–35</p> <p><i>TABE Mastery Language: Level D</i> (NRP 7187): pp. 77</p>			

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LEVEL D (AE–CCR LEVEL D)

TABE Skill Description	Standard	Description / Materials	Assigned	Completed	Proficiency
<ul style="list-style-type: none"> Identify the context clues used to determine a word's meaning. 	8.L.6	<p>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p><i>Challenger 8 Student Book</i> (NRP 2575): Throughout (A goal of Challenger is to assist students in acquiring and using grade-appropriate vocabulary and word knowledge)</p> <p><i>Journey to Success 8 Student Book</i> (NRP 7436): pp. 8–9, 20–21, 32–33, 46–47, 58–59, 70–71, 84–85, 96–97, 108–109, 122–123, 134–135, 146–147</p> <p><i>NRP Online Learning: Pre-HSE Reading/Language</i> (NRP 7165): Unit 3, Lesson 7</p> <p><i>Pre-HSE Core Skills in Reading & Writing</i> (NRP 2882): pp. 73–75</p> <p><i>Pre-HSE Workbook: Reading</i> (NRP 2640): p. 28</p> <p><i>Scoreboost for TABE: Level D Language</i> (NRP 7122): pp. 36–37</p> <p><i>TABE Mastery Language: Level D</i> (NRP 7187): p. 83</p>			

TEXT TYPES AND PURPOSES

	7.W.1	<p>Write arguments to support claims with clear reasons and relevant evidence.</p> <p><i>Challenger 7 Student Book</i> (NRP 2574): pp. 25, 33, 49, 57, 66, 89, 103, 112, 132, 175, 182</p> <p><i>Challenger 7 Writing Book</i> (NRP 2906): pp. 14–17, 20, 21, 24–28, 30, 31, 36–39, 46–48</p> <p><i>Challenger Teacher's Manual 5–8</i> (NRP 2577): pp. 110, 111, 114, 116, 117, 120, 124, 125</p> <p><i>Journey to Success 7 Student Book</i> (NRP 7434): pp. 68–69</p> <p><i>NRP Online Learning: Pre-HSE Reading/Language</i> (NRP 7165): Unit 5, Lessons 1, 2; Unit 6, Lesson 3</p> <p><i>Pre-HSE Core Skills in Reading & Writing</i> (NRP 2882): pp. 115, 116, 118, 119, 121, 122, 129, 130, 131, 132, 133, 134, 136, 137, 138</p> <p><i>Pre-HSE Workbook: Writing 2</i> (NRP 2642): pp. 12–47</p> <p><i>Scoreboost for TABE: Level D Language</i> (NRP 7122): pp. 40–42</p> <p><i>TABE Mastery Language: Level D</i> (NRP 7187): pp. 90–92</p>			
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LEVEL D (AE–CCR LEVEL D)

TABE Skill Description	Standard	Description / Materials	Assigned	Completed	Proficiency
<ul style="list-style-type: none"> • Add an introductory sentence to an argumentative or informational paragraph. • Revise the introductory paragraph of an argumentative or informational paragraph. • Revise an argumentative paragraph to address the counterclaim. • Revise multiple sentences of an argumentative paragraph to address the counterclaim. 	7.W.1 (cont.)	<p>a. Introduce claim(s): acknowledge alternate or opposing claims, and organize the reasons and evidence logically.</p> <p><i>Journey to Success 7 Student Book</i> (NRP 7434): pp. 68–69 <i>NRP Online Learning: Pre-HSE Reading/Language</i> (NRP 7165): Unit 5, Lessons 1, 2 <i>Pre-HSE Core Skills in Reading & Writing</i> (NRP 2882): pp. 115–116, 129–131, 132–134 <i>Pre-HSE Workbook: Writing 2</i> (NRP 2642): pp. 12–47 <i>Scoreboost for TABE: Level D Language</i> (NRP 7122): pp. 40–42 <i>TABE Mastery Language: Level D</i> (NRP 7187): pp. 90–93</p>			
<ul style="list-style-type: none"> • Add support for a claim in an argumentative paragraph. • Add supporting evidence to an argumentative paragraph. 		<p>b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</p> <p><i>Challenger 7 Student Book</i> (NRP 2574): pp. 25, 33, 182 <i>Challenger Teacher's Manual 5–8</i> (NRP 2577): pp. 117, 126 <i>Journey to Success 7 Student Book</i> (NRP 7434): pp. 68–69 <i>NRP Online Learning: Pre-HSE Reading/Language</i> (NRP 7165): Unit 5, Lesson 2; Unit 6, Lesson 3 <i>Pre-HSE Core Skills in Reading & Writing</i> (NRP 2882): pp. 118–119, 121–122, 136–138 <i>Pre-HSE Workbook: Writing 2</i> (NRP 2642): pp. 16–23, 34–37, 44–47 <i>Scoreboost for TABE: Level D Language</i> (NRP 7122): pp. 40–42 <i>TABE Mastery Language: Level D</i> (NRP 7187): pp. 90–93</p>			

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LEVEL D (AE–CCR LEVEL D)

TABE Skill Description	Standard	Description / Materials	Assigned	Completed	Proficiency
	6–8 WHST.2	<p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p><i>Challenger 6 Writing Book</i> (NRP 2905): pp. 5, 7, 9, 11, 13, 15, 17, 19, 21, 23, 25, 27, 29, 31, 33, 35, 37, 39, 41, 43, 46</p> <p><i>Challenger 7 Student Book</i> (NRP 2574): pp. 11, 17, 33, 57, 73, 96, 111, 159, 173, 202</p> <p><i>Challenger 7 Writing Book</i> (NRP 2906): pp. 5, 7, 9, 11, 13, 19, 33, 35, 41, 43, 46</p> <p><i>Challenger 8 Student Book</i> (NRP 2575): pp. 69–70, 79–80, 83, 116, 195</p> <p><i>Challenger 8 Writing Book</i> (NRP 2907): pp. 5, 12–13, 16–19, 27, 29, 40–41</p> <p><i>Challenger Teacher’s Manual 5–8</i> (NRP 2577): pp. 76–86, 88–92, 94–98, 103, 105–107, 109, 112, 121, 122, 126, 127, 134–135, 138, 141–142, 146–148, 155</p> <p><i>Journey to Success 6 Student Book</i> (NRP 7110): pp. 26–27, 36–37, 48–49, 58–59, 68–69, 80–81</p> <p><i>Journey to Success 7 Student Book</i> (NRP 7434): pp 30–31, 42–43</p> <p><i>Journey to Success 8 Student Book</i> (NRP 7436): pp 18–19, 118–119</p> <p><i>NRP Online Learning: Pre-HSE Reading/Language</i> (NRP 7165): Unit 5, Lessons 1, 2, 3; Unit 6, Lessons 1, 3, 4</p> <p><i>Pre-HSE Core Skills in Reading & Writing</i> (NRP 2882): pp. 115, 116, 118, 119, 121, 122, 125, 127, 126, 129, 130, 131, 132, 133, 134, 137, 138</p> <p><i>Pre-HSE Workbook: Writing 2</i> (NRP 2642): pp. 12–23</p> <p><i>Scoreboost for TABE: Level D Language</i> (NRP 7122): pp. 43–47</p> <p><i>TABE Mastery Language: Level D</i> (NRP 7187): pp. 98–102</p>			

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LEVEL D (AE–CCR LEVEL D)

TABE Skill Description	Standard	Description / Materials	Assigned	Completed	Proficiency
<ul style="list-style-type: none"> Add an introductory sentence to an argumentative or informational paragraph. Revise the introductory paragraph of an argumentative or informational paragraph. 	6–8 WHST.2 (cont.)	<p>a. Introduce claim(s): acknowledge alternate or opposing claims, and organize the reasons and evidence logically. 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.</p> <p><i>Challenger 6 Writing Book</i> (NRP 2905): pp. 21, 23, 25, 27, 29, 31, 39, 41, 43, 46</p> <p><i>Challenger 7 Writing Book</i> (NRP 2906): pp. 10, 14, 16, 18</p> <p><i>Challenger 8 Student Book</i> (NRP 2575): pp. 69–70, 79–80, 83, 116, 195</p> <p><i>Challenger 8 Writing Book</i> (NRP 2907): pp. 16–19, 29</p> <p><i>Challenger Teacher’s Manual 5–8</i> (NRP 2577): pp. 88–92</p> <p><i>Journey to Success 6 Student Book</i> (NRP 7110): pp. 58–59, 68–69, 80–81</p> <p><i>Journey to Success 7 Student Book</i> (NRP 7434): pp. 30–31, 42–43</p> <p><i>Journey to Success 8 Student Book</i> (NRP 7436): pp. 18–19, 118–119</p> <p><i>NRP Online Learning: Pre-HSE Reading/Language</i> (NRP 7165): Unit 5, Lesson 1</p> <p><i>Pre-HSE Core Skills in Reading & Writing</i> (NRP 2882): pp. 115–116, 118–119, 125–127, 129–134, 136–138</p> <p><i>Pre-HSE Workbook: Writing 2</i> (NRP 2642): pp. 12–23</p> <p><i>Scoreboost for TABE: Level D Language</i> (NRP 7122): pp. 43–47</p> <p><i>TABE Mastery Language: Level D</i> (NRP 7187): pp. 98–102</p>			

LANGUAGE

LEVEL D (AE–CCR LEVEL D)

TABE Skill Description	Standard	Description / Materials	Assigned	Completed	Proficiency
<ul style="list-style-type: none"> • Add a supporting detail to an informational paragraph. • Add multiple supporting details to an informational paragraph. 	6–8 WHST.2 (cont.)	<p>b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p><i>Challenger 6 Writing Book</i> (NRP 2905): pp. 21, 23, 25, 27, 29, 31, 39, 41, 43, 46</p> <p><i>Challenger 8 Student Book</i> (NRP 2575): pp. 69–70, 79–80</p> <p><i>Challenger 8 Writing Book</i> (NRP 2907): pp. 40–41</p> <p><i>Challenger Teacher’s Manual 5–8</i> (NRP 2577): pp. 82–86, 88–92</p> <p><i>Journey to Success 6 Student Book</i> (NRP 7110): pp. 58–59, 68–69, 112–113</p> <p><i>Journey to Success 7 Student Book</i> (NRP 7434): pp. 30–31, 42–43</p> <p><i>Journey to Success 8 Student Book</i> (NRP 7436): pp. 18–19, 118–119</p> <p><i>NRP Online Learning: Pre-HSE Reading/Language</i> (NRP 7165): Unit 5, Lesson 2; Unit 6, Lesson 1</p> <p><i>Pre-HSE Core Skills in Reading & Writing</i> (NRP 2882): pp. 118–119, 129–134</p> <p><i>Pre-HSE Workbook: Writing 2</i> (NRP 2642): pp. 12–23</p>			
<ul style="list-style-type: none"> • Use transitional words or phrases. 		<p>c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p><i>Challenger 6 Writing Book</i> (NRP 2905): pp. 31, 39</p> <p><i>Challenger 7 Writing Book</i> (NRP 2906): pp. 10, 14, 16, 18</p> <p><i>Challenger Teacher’s Manual 5–8</i> (NRP 2577): pp. 94–98</p> <p><i>Journey to Success 6 Student Book</i> (NRP 7110): pp. 58–59</p> <p><i>Journey to Success 7 Student Book</i> (NRP 7434): pp. 30–31, 42–43, 56–57</p> <p><i>Journey to Success 8 Student Book</i> (NRP 7436): pp. 18–19, 68–69, 106–107, 118–119</p> <p><i>NRP Online Learning: Pre-HSE Reading/Language</i> (NRP 7165): Unit 5, Lesson 3; Unit 6, Lesson 3</p> <p><i>Pre-HSE Core Skills in Reading & Writing</i> (NRP 2882): pp. 121–122, 134</p> <p><i>Pre-HSE Workbook: Writing 2</i> (NRP 2642): pp. 20–23</p> <p><i>Scoreboost for TABE: Level D Language</i> (NRP 7122): pp. 46–47</p>			

LANGUAGE

LEVEL D (AE–CCR LEVEL D)

TABE Skill Description	Standard	Description / Materials	Assigned	Completed	Proficiency
<ul style="list-style-type: none"> Revise a sentence in an informational paragraph to maintain tone or style. Revise multiple sentences of an informational paragraph to maintain tone. 	6–8 WHST.2 (cont.)	<p>e. Establish and maintain a formal style.</p> <p><i>Challenger Teacher's Manual 5–8</i> (NRP 2577): p. 104 <i>Journey to Success 7 Student Book</i> (NRP 7434): pp. 30–31, 42–43 <i>Journey to Success 8 Student Book</i> (NRP 7436): pp. 18–19, 118–119 <i>NRP Online Learning: Pre-HSE Reading/Language</i> (NRP 7165): Unit 6, Lessons 3, 4 <i>Pre-HSE Core Skills in Reading & Writing</i> (NRP 2882): pp. 133, 136–138 <i>Pre-HSE Workbook: Writing 2</i> (NRP 2642): pp. 16–23 <i>Scoreboost for TABE: Level D Language</i> (NRP 7122): pp. 46–47 <i>TABE Mastery Language: Level D</i> (NRP 7187): p. 101</p>			
<ul style="list-style-type: none"> Add a concluding sentence to an argumentative or informational paragraph. Add multiple concluding sentences to an informational paragraph. 		<p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p> <p><i>Challenger 6 Writing Book</i> (NRP 2905): pp. 21, 23, 25, 27, 29, 31, 39, 41, 43, 46 <i>Challenger Teacher's Manual 5–8</i> (NRP 2577): pp. 88–92 <i>Journey to Success 6 Student Book</i> (NRP 7110): pp. 58–59, 68–69 <i>Journey to Success 7 Student Book</i> (NRP 7434): pp. 30–31, 42–43 <i>Journey to Success 8 Student Book</i> (NRP 7436): pp. 18–19, 118–119 <i>NRP Online Learning: Pre-HSE Reading/Language</i> (NRP 7165): Unit 6, Lessons 1, 3 <i>Pre-HSE Core Skills in Reading & Writing</i> (NRP 2882): p. 134 <i>Pre-HSE Workbook: Writing 2</i> (NRP 2642): p. 43</p>			

Student _____

Instructor/Class _____

LANGUAGE					
LEVEL A (AE–CCR LEVEL E)					
TABE Skill Description	Standard	Description / Materials	Assigned	Completed	Proficiency
CONVENTIONS OF STANDARD ENGLISH					
<ul style="list-style-type: none"> Combine simple sentences, including the use of dependent clauses. Identify embedded sentence errors of modifying words and/or phrases. Revise a sentence for clarity. Revise a paragraph to add meaning. Identify multiple sentences with errors (modifying words and/or phrases). Revise a sentence to add meaning. Revise a sentence to correct an usage error. Revise a sentence in multiple ways to correct usage errors. Identify phrases with parallel structure or errors in parallel structure. Identify sentences with parallel structure. Combine multiple simple sentences, maintaining parallel structure. Identify sentences with parallel structure errors. Identify multiple sentences embedded in a longer passage with parallel structure errors. 	9–10.L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <i>Scoreboost for TABE: Level A Language (NRP 7128): pp. 4–7</i> <i>TABE Mastery Language: Level A (NRP 7190): pp. 14–20</i>			

LANGUAGE

LEVEL A (AE–CCR LEVEL E)

TABE Skill Description	Standard	Description / Materials	Assigned	Completed	Proficiency
<ul style="list-style-type: none"> Identify a punctuation error embedded in a sentence. Use and identify correct usage of semicolons in basic compound sentences. Use and identify correct usage of semicolons in compound-complex sentences. Use and identify correct usage of colons when used in simple sentences and when used with quotations. Use and identify correct usage of colons embedded in paragraphs. Spell correctly (tier 1, common affixes, foreign origin). Identify a single spelling error embedded in a paragraph. Spell correctly (tier 2). Identify multiple embedded spelling errors. Spell correctly (words with silent letters). 	9–10.L.2	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p><i>Scoreboost for TABE: Level A Language (NRP 7128): pp. 8–12</i> <i>TABE Mastery Language: Level A (NRP 7190): pp. 21–27</i></p>			

LANGUAGE

LEVEL A (AE–CCR LEVEL E)

TABE Skill Description	Standard	Description / Materials	Assigned	Completed	Proficiency
VOCABULARY ACQUISITION AND USE					
	11–12.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies. <i>Scoreboost for TABE: Level A Language</i> (NRP 7128): pp. 16–19 <i>TABE Mastery Language: Level A</i> (NRP 7190): pp. 32–37, 38–43			
<ul style="list-style-type: none"> Determine the meaning of tier 1 words in context. Determine the meaning of multiple meaning words. Determine the meaning of less common multiple meaning words. Differentiate between the nuanced meaning of multiple meaning words. 		a. Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies. 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. <i>Scoreboost for TABE: Level A Language</i> (NRP 7128): pp. 16–17 <i>TABE Mastery Language: Level A</i> (NRP 7190): pp. 32–37			
<ul style="list-style-type: none"> Make a word choice selection based on word meanings 		c. Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies. 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. <i>Scoreboost for TABE: Level A Language</i> (NRP 7128): pp. 18–19 <i>TABE Mastery Language: Level A</i> (NRP 7190): pp. 38–43			
<ul style="list-style-type: none"> Determine the meaning of tier 2 words in context. Determine the meaning of less common tier 2 words in context. 	11–12.L.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. <i>Scoreboost for TABE: Level A Language</i> (NRP 7128): pp. 8–12 <i>TABE Mastery Language: Level A</i> (NRP 7190): pp. 32–37			

LANGUAGE

LEVEL A (AE–CCR LEVEL E)

TABE Skill Description	Standard	Description / Materials	Assigned	Completed	Proficiency
TEXT TYPES AND PURPOSES					
	9–10.W.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. <i>Scoreboost for TABE: Level A Language</i> (NRP 7128): pp. 22–27, 33–37 <i>TABE Mastery Language: Level A</i> (NRP 7190): pp. 48–57, 67–73			
• Support topic with claims and counterclaims.		b. 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. <i>Scoreboost for TABE: Level A Language</i> (NRP 7128): pp. 22–27 <i>TABE Mastery Language: Level A</i> (NRP 7190): pp. 48–57, 67–73			
• Use correct transition words.		c. 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. <i>Scoreboost for TABE: Level A Language</i> (NRP 7128): pp. 25–26 <i>TABE Mastery Language: Level A</i> (NRP 7190): pp. 50–51, 70			
• Use precise language and maintain style/ tone.		d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. <i>Scoreboost for TABE: Level A Language</i> (NRP 7128): p. 22 <i>TABE Mastery Language: Level A</i> (NRP 7190): pp. 51, 68–69			
• Provide conclusion.		e. Provide a concluding statement or section that follows from and supports the argument presented. <i>Scoreboost for TABE: Level A Language</i> (NRP 7128): p. 25 <i>TABE Mastery Language: Level A</i> (NRP 7190): pp. 52, 70			

LANGUAGE

LEVEL A (AE–CCR LEVEL E)

TABE Skill Description	Standard	Description / Materials	Assigned	Completed	Proficiency
	9–10.W.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. <i>Scoreboost for TABE: Level A Language</i> (NRP 7128): pp. 28–32 <i>TABE Mastery Language: Level A</i> (NRP 7190): pp. 58–66			
• Introduce topic and group related information.		a. 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. <i>Scoreboost for TABE: Level A Language</i> (NRP 7128): pp. 28–32 <i>TABE Mastery Language: Level A</i> (NRP 7190): pp. 58–66			
• Use facts and related details to support topic.		b. 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. <i>Scoreboost for TABE: Level A Language</i> (NRP 7128): pp. 30–31 <i>TABE Mastery Language: Level A</i> (NRP 7190): pp. 59–61			
• Use correct transition words.		c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. <i>Scoreboost for TABE: Level A Language</i> (NRP 7128): pp. 30–31 <i>TABE Mastery Language: Level A</i> (NRP 7190): pp. 61–62			

LANGUAGE

LEVEL A (AE–CCR LEVEL E)

TABE Skill Description	Standard	Description / Materials	Assigned	Completed	Proficiency
	9–10. WHST.1	Write arguments focused on discipline-specific content. <i>Scoreboost for TABE: Level A Language (NRP 7128): pp. 33–37</i> <i>TABE Mastery Language: Level A (NRP 7190): pp. 67–74</i>			
• Support topic with claims and counterclaims.		b. 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. <i>Scoreboost for TABE: Level A Language (NRP 7128): pp. 33–37</i> <i>TABE Mastery Language: Level A (NRP 7190): pp. 67–74</i>			
• Use correct transition words.		c. 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. <i>Scoreboost for TABE: Level A Language (NRP 7128): pp. 35–36</i> <i>TABE Mastery Language: Level A (NRP 7190): pp. 69–70</i>			
• Use precise language and maintain style/ tone.		d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. <i>Scoreboost for TABE: Level A Language (NRP 7128): pp. 33–34</i> <i>TABE Mastery Language: Level A (NRP 7190): pp. 68–69</i>			
• Provide conclusion.		e. Provide a concluding statement or section that follows from and supports the argument presented. <i>Scoreboost for TABE: Level A Language (NRP 7128): pp. 33–37</i> <i>TABE Mastery Language: Level A (NRP 7190): p. 70</i>			

LANGUAGE

LEVEL A (AE–CCR LEVEL E)

TABE Skill Description	Standard	Description / Materials	Assigned	Completed	Proficiency
	9–10. WHST.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. <i>Scoreboost for TABE: Level A Language (NRP 7128): pp. 38–43</i> <i>TABE Mastery Language: Level A (NRP 7190): pp. 75–82</i>			
• Introduce topic and group related information.		a. 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. <i>Scoreboost for TABE: Level A Language (NRP 7128): pp. 38–43</i> <i>TABE Mastery Language: Level A (NRP 7190): pp. 75–82</i>			
• Use facts and related details to support topic.		b. 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. <i>Scoreboost for TABE: Level A Language (NRP 7128): pp. 38–43</i> <i>TABE Mastery Language: Level A (NRP 7190): pp. 75–76</i>			
• Use correct transition words.		c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. <i>Scoreboost for TABE: Level A Language (NRP 7128): pp. 38–43</i> <i>TABE Mastery Language: Level A (NRP 7190): pp. 77</i>			

Student _____

Instructor/Class _____

READING					
LEVEL L (AE–CCR LEVEL A)					
TABE Skill Description	Standard	Description / Materials	Assigned	Completed	Proficiency
PHONOLOGICAL AWARENESS					
	K.RF.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). <i>Journey to Success Intro Student Book</i> (NRP 7098): pp. 6, 8, 10, 12, 13, 14, 15, 16, 18, 22, 23, 34, 36, 52, 56, 58, 60, 62, 64, 67, 68, 70, 71, 72, 74, 78 <i>Journey to Success 1 Student Book</i> (NRP 7100): pp. 10–12, 18–20, 26–28, 36–38, 44–45, 47, 52–54, 62–64, 70–72, 78–80, 88–90, 96–97, 104–106			
PHONICS AND WORD RECOGNITION					
	1.RF.3	Know and apply grade-level phonics and word analysis skills in decoding words. <i>Challenger 1 Student Book</i> (NRP 2568): pp. 5–28, 30–32, 34–55, 57–71, 78–82, 99–105, 111, 119–123 <i>Challenger Teacher's Manual 1–4</i> (NRP 2576): pp. 49, 50, 51, 52, 53, 54, 55, 56, 57, 59, 60, 61, 63, 56, 60, 61, 67 <i>Journey to Success Intro Student Book</i> (NRP 7098): pp. 6, 8, 10, 12, 14, 15, 16, 18, 22, 25, 26, 29, 31, 34, 36, 40, 43, 45, 47, 49, 50–52, 56, 58, 60, 62, 64, 68, 71, 73, 75, 77, 79, 81 <i>Journey to Success 1 Student Book</i> (NRP 7100): pp. 13, 21, 29, 39, 46–47, 55, 65, 73, 80–81, 91, 98–99, 106–107			
KEY IDEAS AND DETAILS					
	1.RL.1	Ask and answer questions about key details in a text. <i>Challenger Teacher's Manual 1–4</i> (NRP 2576): pp. 49–68 <i>Journey to Success Intro Student Book</i> (NRP 7098): pp. 49, 51, 53, 57, 59, 63, 65, 71, 73, 75, 77, 79, 82 <i>Journey to Success 1 Student Book</i> (NRP 7100): pp. 15, 23, 34, 57, 75, 108–109, 112			
	1.RI.2	Identify the main topic and retell key details of a text. <i>Journey to Success Intro Student Book</i> (NRP 7098): pp. 19, 23, 27, 29 <i>Journey to Success 1 Student Book</i> (NRP 7100): pp. 14–15, 22–23, 34, 75–76, 86, 92–93			
	1.RI.3	Describe the connection between two individuals, events, ideas, or pieces of information in a text. <i>Journey to Success Intro Student Book</i> (NRP 7098): pp. 19, 20, 27, 29, 35, 38 <i>Journey to Success 1 Student Book</i> (NRP 7100): pp. 31, 41, 49, 67, 83, 92–93, 100–101			

READING

LEVEL L (AE–CCR LEVEL A)

TABE Skill Description	Standard	Description / Materials	Assigned	Completed	Proficiency
CRAFT AND STRUCTURE					
	1.RI.4	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. <i>Journey to Success 1 Student Book</i> (NRP 7100): pp. 29, 72–73, 81, 99			
	1.RI.5	Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text. <i>Journey to Success 1 Student Book</i> (NRP 7100): pp. 108–109, 121–123			
INTEGRATION OF KNOWLEDGE AND IDEAS					
	1.RI.7	Use the illustrations and details in a text to describe its key ideas. <i>Journey to Success Intro Student Book</i> (NRP 7098): pp. 7, 9, 11, 13, 15, 17, 23, 25, 27, 29, 31, 33, 35, 70 <i>Journey to Success 1 Student Book</i> (NRP 7100): pp. 30–31, 40–41, 48, 52, 56, 60, 66, 92–93, 108–109			
	1.RI.8	Identify the reasons an author gives to support points in a text. <i>Journey to Success 1 Student Book</i> (NRP 7100): pp. 56–57, 66–67, 74–76, 82–83, 92–93			

Student _____

Instructor/Class _____

READING					
LEVEL E (AE–CCR LEVEL B)					
TABE Skill Description	Standard	Description / Materials	Assigned	Completed	Proficiency
INTEGRATION OF KNOWLEDGE AND IDEAS					
<ul style="list-style-type: none"> Use graphics to support understanding of a slightly complex text. Use graphics and text to support understanding of a slightly complex text. Use graphics to support understanding of a moderately complex text. Use graphics to support understanding of a very complex text. 	3.RI.7	<p>Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</p> <p><i>Journey to Success 3 Student Book</i> (NRP 7104): pp. 10, 12–13, 30, 32, 42, 44, 52, 54, 62, 64, 76, 84, 86, 94</p> <p><i>Scoreboost for TABE Level E: Reading</i> (NRP 7113): pp. 47–50</p> <p><i>TABE Mastery Reading: Level E</i> (NRP 7180) (NRP 7180): pp. 106–115</p>			
<ul style="list-style-type: none"> Use evidence in a slightly complex text to support reasons. Use evidence in a moderately complex text to support reasons. Use evidence in a very complex text to support reasons. Use multiple pieces of evidence to support reasons. 	2.RI.8	<p>Describe how reasons support specific points the author makes in a text.</p> <p><i>Challenger 2 Student Book</i> (NRP 2569): pp. 6, 11, 16, 20, 26, 35, 40, 44, 50, 55, 65, 70, 76, 81, 85, 97, 103, 108, 114, 120</p> <p><i>Challenger Teacher's Manual 1–4</i> (NRP 2576): pp. 73–92</p> <p><i>Journey to Success 2 Student Book</i> (NRP 7102): pp. 31, 57</p> <p><i>Scoreboost for TABE Level E: Reading</i> (NRP 7113): pp. 51–54</p> <p><i>TABE Mastery Reading: Level E</i> (NRP 7180): pp. 116–122</p>			
PHONICS AND WORD RECOGNITION					
<ul style="list-style-type: none"> Decode multisyllable words. Distinguish between vowel sounds. Distinguish between vowel sounds of words embedded in a sentence. Distinguish between vowel sounds of words with similar structure. Determine the meaning of a common affix embedded in a sentence. Determine the meaning of common affixes. Determine word meaning based on suffix. 	2.RF.3	<p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p><i>Challenger 2 Student Book</i> (NRP 2569): pp. 5–6, 10–19, 21–23, 25–29, 33–34, 36, 38–39, 41–43, 45–46, 48–49, 51–54, 56–61, 64, 66, 69, 71–74, 79–80, 82–83, 86–88, 92–93, 100, 102, 106–107, 110, 113, 117, 119, 121–123, 129</p> <p><i>Challenger Teacher's Manual 1–4</i> (NRP 2576): pp. 73–92</p> <p><i>Journey to Success 2 Student Book</i> (NRP 7102): pp. 10–12, 15, 18–20, 26–28, 36–37, 44–45, 47, 52–55, 62–63, 70–71, 79–81, 88–89, 97, 105</p> <p><i>Scoreboost for TABE Level E: Reading</i> (NRP 7113): pp. 4–5, 6–7, 8–9</p> <p><i>TABE Mastery Reading: Level E</i> (NRP 7180): pp. 12–29</p>			

READING

LEVEL E (AE–CCR LEVEL B)

TABE Skill Description	Standard	Description / Materials	Assigned	Completed	Proficiency
<ul style="list-style-type: none"> Decode multisyllable words. Distinguish between vowel sounds. Distinguish between vowel sounds of words embedded in a sentence. Distinguish between vowel sounds of words with similar structure. Determine the meaning of a common affix embedded in a sentence. Determine the meaning of common affixes. Determine word meaning based on suffix. 	3.RF.3	Know and apply grade-level phonics and word analysis skills in decoding words. <i>Challenger 3 Student Book</i> (NRP 2570): pp. 5–6, 8–16, 18–20, 23–27, 29–31, 34–36, 39–41, 44–49, 52–55, 57–58, 60, 63–65, 68–73, 76–78, 81–83, 86–87, 89, 92–97, 100–102, 105–107, 110, 113, 116–119, 122–123, 125–136 <i>Challenger Teacher's Manual 1–4</i> (NRP 2576): pp. 95, 96, 97, 98, 99, 100, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 114 <i>Journey to Success 3 Student Book</i> (NRP 7104): pp. 24, 34, 46, 57, 66, 78, 88, 98, 110, 115, 120, 130, 137 <i>Scoreboost for TABE Level E: Reading</i> (NRP 7113): pp. 4–5, 8–9, 10–11 <i>TABE Mastery Reading: Level E</i> (NRP 7180): pp. 12–17, 24–36			
KEY IDEAS AND DETAILS					
<ul style="list-style-type: none"> Respond to basic questions about key details in a slightly complex text. Recount key details of a slightly complex text without requiring inference. Respond to inferential questions about key details. Respond to basic questions about key details in a moderately complex text. Recount key details of a moderately complex text without requiring inference. Recount key details of a very complex text without requiring inference. Make an inference about details. 	2.RI.1	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. <i>Challenger 2 Student Book</i> (NRP 2569): pp. 6, 11, 16, 20, 26, 35, 40, 44, 50, 55, 65, 70, 76, 81, 85, 97, 103, 108, 114, 120 <i>Challenger Teacher's Manual 1–4</i> (NRP 2576): pp. 73–92 <i>Journey to Success 2 Student Book</i> (NRP 7102): pp. 15, 67, 86 <i>Scoreboost for TABE Level E: Reading</i> (NRP 7113): pp. 14–16 <i>TABE Mastery Reading: Level E</i> (NRP 7180): pp. 40–45			
<ul style="list-style-type: none"> Determine the main idea in a slightly complex text. Determine the main idea in a moderately complex text. Support an explicit main idea with evidence from the text. Use evidence to support the determination of a main idea. 	3.RI.2	Determine the main idea of a text; recount the key details and explain how they support the main idea. <i>Journey to Success 3 Student Book</i> (NRP 7104): pp. 11, 13, 21, 23, 43, 45, 46, 53, 55, 70 <i>Scoreboost for TABE Level E: Reading</i> (NRP 7113): pp. 17–19 <i>TABE Mastery Reading: Level E</i> (NRP 7180): pp. 46–51			

READING

LEVEL E (AE–CCR LEVEL B)

TABE Skill Description	Standard	Description / Materials	Assigned	Completed	Proficiency
<ul style="list-style-type: none"> Describe the connection between ideas in a slightly complex text. Describe the connection between ideas in a moderately complex text. Explain the connection between ideas in a very complex text. Use evidence to explain the connections between ideas. 	3.RI.3	<p>Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</p> <p><i>Journey to Success 3 Student Book</i> (NRP 7104): pp. 13, 33, 63, 65, 95, 97 <i>Scoreboost for TABE Level E: Reading</i> (NRP 7113): pp. 20–23 <i>TABE Mastery Reading: Level E</i> (NRP 7180): pp. 52–59</p>			
CRAFT AND STRUCTURE					
<ul style="list-style-type: none"> Determine the meaning of a tier 1 word in context Determine the meaning of a tier 2 word in context Determine the meaning of a phrase in context. 	3.RI.4	<p>Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.</p> <p><i>Journey to Success 3 Student Book</i> (NRP 7104): pp. 8, 18, 28, 40, 50, 60, 72, 82, 92 <i>Scoreboost for TABE Level E: Reading</i> (NRP 7113): pp. 27–30 <i>TABE Mastery Reading: Level E</i> (NRP 7180): pp. 64–71</p>			
<ul style="list-style-type: none"> Use text features to locate details in slightly complex texts. 	2.RI.5	<p>Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.</p> <p><i>Challenger 2 Student Book</i> (NRP 2569): pp. 33, 63, 94–95, 130–131, 132–136 <i>Challenger 3 Student Book</i> (NRP 2570): pp. 25, 47–48, 71–72, 94–96, 125–127, 128–136 <i>Journey to Success 2 Student Book</i> (NRP 7102): pp. 14–15, 40, 48 <i>Scoreboost for TABE Level E: Reading</i> (NRP 7113): pp. 31–35 <i>TABE Mastery Reading: Level E</i> (NRP 7180): pp. 72–78</p>			
<ul style="list-style-type: none"> Use text features to locate details in moderately complex texts. Use text features to locate details in very complex texts. 	3.RI.5	<p>Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</p> <p><i>Journey to Success 3 Student Book</i> (NRP 7104): pp. 10, 12, 20, 30, 32, 64, 76, 94 <i>Scoreboost for TABE Level E: Reading</i> (NRP 7113): pp. 36–38 <i>TABE Mastery Reading: Level E</i> (NRP 7180): pp. 79–86</p>			

READING

LEVEL E (AE–CCR LEVEL B)

TABE Skill Description	Standard	Description / Materials	Assigned	Completed	Proficiency
<ul style="list-style-type: none"> Identify the author's purpose regarding an idea. Identify the author's purpose in a slightly complex text. Identify the author's purpose in a moderately complex text. Use evidence to support the author's purpose. 	2.RI.6	Identify the main purpose of a text, including what the author wants to answer, explain, or describe. <i>Journey to Success 2 Student Book</i> (NRP 7102): pp. 23, 34, 41, 57 <i>Scoreboost for TABE Level E: Reading</i> (NRP 7113): pp. 39–40 <i>TABE Mastery Reading: Level E</i> (NRP 7180): pp. 87–93			
<ul style="list-style-type: none"> Identify the author's opinion regarding a topic in a slightly-moderately complex text. Identify the author's point of view in a slightly- moderately complex text. Identify the author's point of view in a very complex text. Identify the author's opinion regarding a topic. Use evidence to support the author's opinion. 	3.RI.6	Distinguish their own point of view from that of the author of a text. <i>Journey to Success 3 Student Book</i> (NRP 7104): pp. 26 <i>Scoreboost for TABE Level E: Reading</i> (NRP 7113): pp. 41–43 <i>TABE Mastery Reading: Level E</i> (NRP 7180): pp. 94–101			

Student _____

Instructor/Class _____

READING					
LEVEL M (AE–CCR LEVEL C)					
TABE Skill Description	Standard	Description / Materials	Assigned	Completed	Proficiency
KEY IDEAS AND DETAILS					
<ul style="list-style-type: none"> Support a stated inference with detail from the text. Identify key details in a text. Use details to support inferences regarding connections in a text. 	4.RL.1	<p>Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p><i>Challenger 4 Student Book</i> (NRP 2571): p.118 <i>Challenger Teacher's Manual 1–4</i> (NRP 2576): p.140 <i>Journey to Success 4 Student Book</i> (NRP 7106): pp. 107, 109, 110, 117, 119, 120, 127, 129, 130, 134 <i>Scoreboost for TABE Level M: Reading</i> (NRP 7118): pp. 4–6 <i>TABE Mastery Reading: Level M</i> (NRP 7183): pp.14–19</p>			
<ul style="list-style-type: none"> Support a stated inference with detail from the text. Identify key details in a text. Use details to support inferences regarding connections in a text. 	4.RI.1	<p>Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p><i>Challenger 4 Student Book</i> (NRP 2571): pp. 6, 11, 15–16, 20–21, 25–26, 34, 38–39, 43–44, 48–49, 54, 64–65, 69–70, 74–75, 79–80, 84–85, 95–96, 101–102, 111–112 <i>Challenger Teacher's Manual 1–4</i> (NRP 2576): pp. 118, 119, 120, 121, 122, 124, 125, 126, 127, 128, 130, 131, 132, 133, 134, 136, 137, 138, 139, 140 <i>Journey to Success 4 Student Book</i> (NRP 7106): pp. 11, 13, 14, 20–21, 23, 30–31, 33, 34, 38, 43, 45–46, 53, 55, 63, 65–66, 70, 75, 85, 87, 88, 95, 97, 98, 102 <i>Scoreboost for TABE Level M: Reading</i> (NRP 7118): pp. 7–8 <i>TABE Mastery Reading: Level M</i> (NRP 7183): pp. 14–19</p>			

READING

LEVEL M (AE–CCR LEVEL C)

TABE Skill Description	Standard	Description / Materials	Assigned	Completed	Proficiency
<ul style="list-style-type: none"> • Make an inference about the text. • Make an inference about a section of text. • Make an inference about an event in a slightly complex text. • Make inferences based on events in a moderately complex text. • Make an inference connecting ideas in a text. • Make an inference based on a section of text. 	5.RL.1	<p>Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p><i>Challenger 5 Student Book</i> (NRP 2572): pp. 8–9, 13, 18–19, 24–25, 35–36, 41–42, 47–48, 54–55, 74–75, 80–81, 87–88, 100–101, 107–108, 112, 118–119, 134, 140–141, 146, 153</p> <p><i>Challenger Teacher's Manual 5–8</i> (NRP 2577): pp. 47–53, 55–58, 60–67, 69–72</p> <p><i>Journey to Success 5 Student Book</i> (NRP 7108): pp. 117, 119, 127, 129, 134</p> <p><i>Scoreboost for TABE Level M: Reading</i> (NRP 7118): pp. 9–13</p> <p><i>TABE Mastery Reading: Level M</i> (NRP 7183): pp. 20–27</p>			
<ul style="list-style-type: none"> • Make an inference about the text. • Make an inference about a section of text. • Make an inference about an event in a slightly complex text. • Make inferences based on events in a moderately complex text. • Make an inference connecting ideas in a text. • Make an inference based on a section of text. 	5.RI.1	<p>Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p><i>Journey to Success 5 Student Book</i> (NRP 7108): pp. 11, 13, 21, 23, 31, 33, 45, 46, 53, 63, 65, 75, 77, 85, 87, 95, 97, 102</p> <p><i>Scoreboost for TABE Level M: Reading</i> (NRP 7118): pp. 9, 13–15</p> <p><i>TABE Mastery Reading: Level M</i> (NRP 7183): pp. 20–27</p>			
<ul style="list-style-type: none"> • Identify the central idea of a literary text. • Determine the theme of a text across varying text complexities. 	4.RL.2	<p>Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p> <p><i>Challenger 4 Student Book</i> (NRP 2571): p. 118</p> <p><i>Challenger Teacher's Manual 1–4</i> (NRP 2576): p. 140</p> <p><i>Journey to Success 4 Student Book</i> (NRP 7106): pp. 127, 129, 134</p> <p><i>Scoreboost for TABE Level M: Reading</i> (NRP 7118): pp. 16–19</p> <p><i>TABE Mastery Reading: Level M</i> (NRP 7183): pp. 28–36</p>			
<ul style="list-style-type: none"> • Identify the main idea of a moderately complex text. • Identify the main idea of a very complex text. • Summarize a section of the text. • Summarize an informational text. • Use details to support the main idea. • Use details to support the main idea in a very complex text. 	4.RI.2	<p>Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p><i>Challenger 4 Student Book</i> (NRP 2571): pp. 26, 44</p> <p><i>Journey to Success 4 Student Book</i> (NRP 7106): pp. 11, 13, 14, 21, 23, 43, 45–46, 63, 65, 68, 70</p> <p><i>Scoreboost for TABE Level M: Reading</i> (NRP 7118): pp. 20–23</p> <p><i>TABE Mastery Reading: Level M</i> (NRP 7183): pp. 37–72</p>			

READING

LEVEL M (AE–CCR LEVEL C)

TABE Skill Description	Standard	Description / Materials	Assigned	Completed	Proficiency
<ul style="list-style-type: none"> Explain sequence of an event in a slightly complex text. Use details to support key ideas. Explain an idea based on explicitly stated details. Explain sequence of an event in a moderately complex text. Make an inference connecting historical events. 	4.RI.3	<p>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.</p> <p><i>Challenger 4 Student Book</i> (NRP 2571): pp. 6, 11, 15–16, 20–21, 25–26, 34, 38–39, 43–44, 48–49, 54, 64–65, 69–70, 74–75, 79–80, 84–85, 95–96, 101–102, 111–112</p> <p><i>Challenger Teacher's Manual 1–4</i> (NRP 2576): pp. 118, 119, 120, 121, 122, 124, 125, 126, 127, 128, 130, 131, 132, 133, 134, 136, 137, 138, 139, 140</p> <p><i>Journey to Success 4 Student Book</i> (NRP 7106): pp. 17, 31, 33, 48–49, 53, 55, 65, 75, 77, 85, 87, 102</p> <p><i>Scoreboost for TABE Level M: Reading</i> (NRP 7118): pp. 24–27</p> <p><i>TABE Mastery Reading: Level M</i> (NRP 7183): pp. 43–53</p>			

CRAFT AND STRUCTURE

<ul style="list-style-type: none"> Determine the meaning of figurative language (sentence level). 	5.RL.4	<p>Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.</p> <p><i>Challenger 5 Student Book</i> (NRP 2572): pp. 15, 19, 21, 25, 29, 42, 43, 60, 69, 91, 92, 134, 159, 160</p> <p><i>Challenger Teacher's Manual 5–8</i> (NRP 2577): pp. 47, 57, 64, 66</p> <p><i>Journey to Success 5 Student Book</i> (NRP 7108): pp. 104–105, 107, 109, 111, 114–115, 124–125, 131</p> <p><i>Scoreboost for TABE Level M: Reading</i> (NRP 7118): pp. 32–34</p> <p><i>TABE Mastery Reading: Level M</i> (NRP 7183): p. 58–67</p>			
<ul style="list-style-type: none"> Determine the meaning of a tier 1 word in context Determine the meaning of a tier 1 multiple meaning word in context. Determine the meaning of a tier 2 word in context. Determine the meaning of a more difficult tier 1 word in context. Determine the meaning of a tier 2 multiple meaning word in context. Determine the meaning of a phrase used in context. Determine the meaning of a phrase used in a very complex text. Determine the meaning of a word in very complex text. 	5.RI.4	<p>Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.</p> <p><i>Journey to Success 5 Student Book</i> (NRP 7108): pp. 8, 18, 28, 40, 50, 60, 72, 82, 92, 99</p> <p><i>Scoreboost for TABE Level M: Reading</i> (NRP 7118): pp. 32, 35–36</p> <p><i>TABE Mastery Reading: Level M</i> (NRP 7183): pp. 58–67</p>			

READING

LEVEL M (AE–CCR LEVEL C)

TABE Skill Description	Standard	Description / Materials	Assigned	Completed	Proficiency
<ul style="list-style-type: none"> Describe the structure of a slightly to moderately complex text. Describe the structure of a section of very complex text. Compare information expressed in multiple formats. Use evidence to support comparisons of information expressed in multiple formats. Describe the structure of multiple paragraphs of a moderately complex text. Describe the structure of a section of very complex text (technical document). Describe the structure of very complex text. 	4.RI.5	<p>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.</p> <p><i>Challenger 4 Student Book</i> (NRP 2571): p. 113 <i>Challenger 4 Writing Book</i> (NRP 2903): pp. 5, 13, 17, 29, 33, 37, 41 <i>Journey to Success 4 Student Book</i> (NRP 7106): pp. 31, 33, 75, 77, 85, 87, 95, 97 <i>Scoreboost for TABE Level M: Reading</i> (NRP 7118): pp. 37–43 <i>TABE Mastery Reading: Level M</i> (NRP 7183): pp. 68–73</p>			
<ul style="list-style-type: none"> Use evidence to support comparisons of the structure of moderately to very complex texts. 	5.RI.5	<p>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.</p> <p><i>Journey to Success 5 Student Book</i> (NRP 7108): pp. 31, 33, 55, 70, 75, 77, 85, 87, 95, 97 <i>Scoreboost for TABE Level M: Reading</i> (NRP 7118): pp. 37, 39–41, 43 <i>TABE Mastery Reading: Level M</i> (NRP 7183): pp. 68–73</p>			
	5.RL.6	<p>Describe how a narrator’s or speaker’s point of view influences how events are described.</p> <p><i>Challenger 5 Student Book</i> (NRP 2572): pp. 8–9, 18–19, 81, 87–88, 113 <i>Challenger Teacher’s Manual 5–8</i> (NRP 2577): pp. 51, 57 <i>Journey to Success 5 Student Book</i> (NRP 7108): pp. 110 <i>Scoreboost for TABE Level M: Reading</i> (NRP 7118): pp. 44–47 <i>TABE Mastery Reading: Level M</i> (NRP 7183): pp. 74–82</p>			
<ul style="list-style-type: none"> Compare point of view between multiple slightly complex texts on the same topic. Describe the author’s point of view in moderately complex text. Compare the point of view across multiple texts on the same topic. 	5.RI.6	<p>Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p> <p><i>Journey to Success 5 Student Book</i> (NRP 7108): pp.34, 46, 52–53, 54–55, 70, 78, 88, 98 <i>Scoreboost for TABE Level M: Reading</i> (NRP 7118): pp. 48–51 <i>TABE Mastery Reading: Level M</i> (NRP 7183): pp. 83–89</p>			

READING

LEVEL M (AE–CCR LEVEL C)

TABE Skill Description	Standard	Description / Materials	Assigned	Completed	Proficiency
INTEGRATION OF KNOWLEDGE AND IDEAS					
<ul style="list-style-type: none"> Use quantitative information to support text. Use quantitative information to support multiple texts. Explain the connection between text and graphics. Use text evidence to support the use of quantitative information. Use text evidence from multiple texts to support the use of quantitative information. 	4.RI.7	<p>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.</p> <p><i>Challenger 4 Student Book</i> (NRP 2571): pp. 43, 162 <i>Journey to Success 4 Student Book</i> (NRP 7106): pp. 22, 30, 32, 42, 44, 52, 54, 62, 64, 74, 76, 84, 86, 94, 96 <i>Scoreboost for TABE Level M: Reading</i> (NRP 7118): pp. 57–61 <i>TABE Mastery Reading: Level M</i> (NRP 7183): pp. 94–104</p>			
<ul style="list-style-type: none"> Identify author's point about a section of moderately complex text. Explain the author's use of evidence to support an idea in a slightly complex text. Use evidence to support the explanation of an author's point about a section of text. Explain the author's use of evidence to support an idea in moderately complex text. Explain the author's use of evidence to support an idea in very complex text. Use evidence to support the explanation of an author's point about a text. Use multiple pieces of evidence to support the explanation of an author's point about a text. 	5.RI.8	<p>Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).</p> <p><i>Journey to Success 5 Student Book</i> (NRP 7108): pp. 23, 38, 53, 55 <i>Scoreboost for TABE Level M: Reading</i> (NRP 7118): pp. 62–66 <i>TABE Mastery Reading: Level M</i> (NRP 7183): pp. 105–114</p>			

Student _____

Instructor/Class _____

READING					
LEVEL D (AE–CCR LEVEL D)					
TABE Skill Description	Standard	Description / Materials	Assigned	Completed	Proficiency
KEY IDEAS AND DETAILS					
<ul style="list-style-type: none"> Make an inference of a slightly complex text based on explicit evidence. Use evidence to support a stated inference. Draw a conclusion based on a section of literary text. Use details to support an inference of a literary text. 	7.RL.1	<p>Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><i>Challenger 7 Student Book</i> (NRP 2574): pp. 10–11, 17–18, 24–25, 32–33, 41, 48–49, 56–57, 64–66, 73, 83, 88–89, 95–96, 102–103, 111–112, 124–125, 131–132, 141, 148–149, 158–159, 167, 172–173, 174–175, 192, 202, 205</p> <p><i>Challenger Teacher's Manual 5–8</i> (NRP 2577): pp. 102–124, 126–127</p> <p><i>Journey to Success 7 Student Book</i> (NRP 7434): pp. 125–126, 128–129</p> <p><i>NRP Online Learning: Pre-HSE Reading/Language</i> (NRP 7165): Unit 1, Lessons 1, 3, 5; Unit 2, Lessons 2, 3, 4, 7</p> <p><i>Pre-HSE Core Skills in Reading & Writing</i> (NRP 2882): pp. 13, 18, 19, 25, 26, 37, 38, 40, 41, 42, 44, 50, 51</p> <p><i>Pre-HSE Workbook: Reading</i> (NRP 2640): pp. 30–31, 38–39, 42–43, 46–47</p> <p><i>Scoreboost for TABE Level D: Reading</i> (NRP 7123): pp. 4–6</p> <p><i>TABE Mastery Reading: Level D</i> (7186): pp. 16–18</p>			
<ul style="list-style-type: none"> Make an inference of a slightly complex text based on explicit evidence. Use evidence to support a stated inference. Draw a conclusion based on a section of literary text. 	7.RI.1	<p>Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><i>Challenger 7 Student Book</i> (NRP 2574): pp. 181–182</p> <p><i>Challenger Teacher's Manual 5–8</i> (NRP 2577): p. 125</p> <p><i>Challenger 7 Writing Book</i> (NRP 2906): p. 39</p> <p><i>Journey to Success 7 Student Book</i> (NRP 7434): pp. 12–15, 88–92</p> <p><i>Pre-HSE Core Skills in Reading & Writing</i> (NRP 2882): pp. 59, 60, 65, 66</p> <p><i>Pre-HSE Workbook: Reading</i> (NRP 2640): pp. 14–15, 20–23</p> <p><i>NRP Online Learning: Pre-HSE Reading/Language</i> (NRP 7165): Unit 3, Lessons 2, 4</p> <p><i>NRP Online Learning: Pre-HSE Social Studies</i> (NRP 7165): Unit 2, Lessons 4, 7</p> <p><i>NRP Online Learning: Pre-HSE Science</i> (NRP 7165): Unit 1, Lesson 4; Unit 4, Lesson 6</p> <p><i>Scoreboost for TABE Level D: Reading</i> (NRP 7123): pp. 4, 7–9</p> <p><i>TABE Mastery Reading: Level D</i> (7186): pp. 16–18</p> <p><i>WorkWise: Reading at Work</i> (NRP 2193): pp. 5–8, 9–14, 63–70</p>			

READING

LEVEL D (AE–CCR LEVEL D)

TABE Skill Description	Standard	Description / Materials	Assigned	Completed	Proficiency
	6–8.RH.1	<p>Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p><i>Challenger 6 Student Book</i> (NRP 2573): pp. 59, 100, 103 <i>Challenger 8 Student Book</i> (NRP 2575): pp. 65–68 <i>Journey to Success 6 Student Book</i> (NRP 7110): pp. 43, 45 <i>NRP Online Learning: Pre-HSE Social Studies</i> (NRP 7165): Unit 3, Lesson 2 <i>Scoreboost for TABE Level D: Reading</i> (NRP 7123): pp. 10–13 <i>TABE Mastery Reading: Level D</i> (NRP 7186): pp. 26–28</p>			
<ul style="list-style-type: none"> Use evidence to support a stated inference. 	6–8.RST.1	<p>Cite specific textual evidence to support analysis of science and technical texts.</p> <p><i>Challenger 6 Student Book</i> (NRP 2573): p. 125 <i>Journey to Success 6 Student Book</i> (NRP 7110): pp. 95, 97, 102 <i>Journey to Success 7 Student Book</i> (NRP 7434): pp. 12–15, 88–92 <i>Journey to Success 8 Student Book</i> (NRP 7436): pp. 12–15, 112–115 <i>NRP Online Learning: Pre-HSE Science</i> (NRP 7165): Unit 1, Lesson 4; Unit 4, Lesson 6 <i>Scoreboost for TABE Level D: Reading</i> (NRP 7123): pp. 10, 14–15 <i>TABE Mastery Reading: Level D</i> (NRP 7186): pp. 56–58</p>			

READING

LEVEL D (AE–CCR LEVEL D)

TABE Skill Description	Standard	Description / Materials	Assigned	Completed	Proficiency
<ul style="list-style-type: none"> Determine central ideas explicitly stated in a moderately complex text. Determine a central idea of a slightly complex text. Use evidence to support an explicitly stated main idea in a slightly complex text. Determine a central idea of a moderately complex text. Determine a central idea of a very complex text (or section of text). Identify the central idea of a moderately complex text. Use evidence to support an explicitly stated central idea of a moderately complex text. Support an inferred central idea with evidence from a moderately complex text. Use evidence to support the identification of the central idea of a moderately complex text. Summarize a complex literary text. Use details to support a theme in a complex literary text. 	6.RL.2	<p>Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p> <p><i>Challenger 6 Writing Book</i> (NRP 2905): p. 46 <i>Challenger 7 Writing Book</i> (NRP 2906): pp. 5, 9, 13, 33, 46 <i>Journey to Success 6 Student Book</i> (NRP 7110): pp. 127, 129, 134 <i>NRP Online Learning: Pre-HSE Reading/ Language</i> (NRP 7165): Unit 1, Lesson 6; Unit 2, Lessons 2, 4, 5 <i>NRP Online Learning: Pre-HSE Social Studies</i> (NRP 7165): Unit 1, Lesson 7; Unit 2, Lessons 3, 9; Unit 3, Lesson 9 <i>Pre-HSE Core Skills in Reading & Writing</i> (NRP 2882): pp. 59, 60, 65, 66 <i>Pre-HSE Workbook: Reading</i> (NRP 2640): pp. 14–15, 20–23 <i>Scoreboost for TABE Level D: Reading</i> (NRP 7123): pp. 16–19 <i>TABE Mastery Reading: Level D</i> (NRP 7186): pp. 38–46</p>			

READING

LEVEL D (AE–CCR LEVEL D)

TABE Skill Description	Standard	Description / Materials	Assigned	Completed	Proficiency
<ul style="list-style-type: none"> Determine central ideas explicitly stated in a moderately complex text. Determine a central idea of a slightly complex text. Use evidence to support an explicitly stated main idea in a slightly complex text. Determine a central idea of a moderately complex text. Determine a central idea of a very complex text (or section of text). Identify the central idea of a moderately complex text. Use evidence to support an explicitly stated central idea of a moderately complex text. Support an inferred central idea with evidence from a moderately complex text. Use evidence to support the identification of the central idea of a moderately complex text. Summarize a slightly complex informational text. 	6.RI.2	<p>Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p> <p><i>Challenger 6 Writing Book</i> (NRP 2905): pp. 5, 7, 9, 13, 19 <i>Challenger Teacher's Manual 5–8</i> (NRP 2577): pp. 76, 77, 78, 80, 97 <i>Journey to Success 6 Student Book</i> (NRP 7110): pp. 31, 33, 38, 43, 45, 48, 75, 77 <i>NRP Online Learning: Pre-HSE Reading/ Language</i> (NRP 7165): Unit 3, Lessons 2, 6 <i>NRP Online Learning: Pre-HSE Social Studies</i> (NRP 7165): Unit 1, Lesson 7; Unit 2, Lessons 3, 9; Unit 3, Lesson 9 <i>Pre-HSE Core Skills in Reading & Writing</i> (NRP 2882): pp. 28, 37, 38, 44, 46, 59, 60, 71 <i>Pre-HSE Workbook: Reading</i> (NRP 2640): pp. 20–23, 48 <i>Scoreboost for TABE Level D: Reading</i> (NRP 7123): pp. 20–22 <i>TABE Mastery Reading: Level D</i> (NRP 7186): pp. 47–55 <i>WorkWise: Reading at Work</i> (NRP 2193): pp. 44–49</p>			
<ul style="list-style-type: none"> Make an inference about the central idea of a moderately complex text. Determine a central idea of a very complex text (or section of text). 	6–8.RST.2	<p>Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.</p> <p><i>Challenger 6 Writing Book</i> (NRP 2905): pp. 7, 9, 11, 13, 19, 46 <i>Challenger 8 Writing Book</i> (NRP 2907): pp. 5, 13, 27 <i>Journey to Success 6 Student Book</i> (NRP 7110): pp. 75, 77 <i>Journey to Success 7 Student Book</i> (NRP 7434): pp. 36, 39, 50, 53 <i>Journey to Success 8 Student Book</i> (NRP 7436): pp. 24, 27, 36, 39, 50, 53, 78 <i>NRP Online Learning: Pre-HSE Science</i> (NRP 7165): Unit 1, Lesson 4 <i>Pre-HSE Workbook: Science</i> (NRP 2646): pp. 12–13, 16, 18, 20–25, 28, 47 <i>Scoreboost for TABE Level D: Reading</i> (NRP 7123): pp. 23–25 <i>TABE Mastery Reading: Level D</i> (NRP 7186): pp. 56–65</p>			

READING

LEVEL D (AE–CCR LEVEL D)

TABE Skill Description	Standard	Description / Materials	Assigned	Completed	Proficiency
<ul style="list-style-type: none"> Use explicit evidence to analyze connections among ideas. Make connections between clearly stated ideas in a moderately complex text. Analyze connections among ideas in a slightly complex text. Make distinctions between ideas in a moderately complex text. Analyze the connections among ideas in a very complex text. Use evidence to support the analysis of connections among ideas in a very complex text. 	8.RI.3	<p>Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).</p> <p><i>Challenger 8 Student Book</i> (NRP 2575): pp. 10–11, 12, 19, 26, 34–35, 59–60, 68–69, 70, 79–80, 89–90, 99, 115–116, 124–125, 132–133, 134, 165, 182, 191–192, 194, 199–200</p> <p><i>Challenger Teacher's Manual 5–8</i> (NRP 2577): pp. 132, 134, 136, 137, 140, 141, 142, 143, 144, 146, 147, 148, 152, 154, 155, 156</p> <p><i>Journey to Success 8 Student Book</i> (NRP 7436): pp. 22, 24–25, 27</p> <p><i>NRP Online Learning: Pre-HSE Reading/Language</i> (NRP 7165): Unit 3, Lessons 2, 3</p> <p><i>Pre-HSE Core Skills in Reading & Writing</i> (NRP 2882): pp. 59, 60, 62, 63</p> <p><i>Pre-HSE Workbook: Reading</i> (NRP 2640): pp. 24–27</p> <p><i>Scoreboost for TABE Level D: Reading</i> (NRP 7123): pp. 26–29</p> <p><i>TABE Mastery Reading: Level D</i> (NRP 7186): pp. 67–68</p> <p><i>WorkWise: Reading at Work</i> (NRP 2193): pp. 57–62</p>			
<ul style="list-style-type: none"> Make connections between clearly stated ideas in a moderately complex text. 	6–8.RH.3	<p>Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).</p> <p><i>Challenger 8 Student Book</i> (NRP 2575): pp. 102, 108, 165</p> <p><i>Challenger 6 Writing Book</i> (NRP 2905): p. 45</p> <p><i>Journey to Success 6 Student Book</i> (NRP 7110): pp. 63, 65, 70</p> <p><i>NRP Online Learning: Pre-HSE Reading/Language</i> (NRP 7165): Unit 6, Lesson 1</p> <p><i>NRP Online Learning: Pre-HSE Social Studies</i> (NRP 7165): Unit 1, Lesson 7; Unit 2, Lessons 2, 8, 10; Unit 3, Lesson 2</p> <p><i>Pre-HSE Core Skills in Reading & Writing</i> (NRP 2882): pp. 127–128</p> <p><i>Pre-HSE Workbook: Social Studies</i> (NRP 2643): pp. 20–21</p> <p><i>Scoreboost for TABE Level D: Reading</i> (NRP 7123): pp. 30–32</p> <p><i>TABE Mastery Reading: Level D</i> (NRP 7186): pp. 73–75</p>			

READING

LEVEL D (AE–CCR LEVEL D)

TABE Skill Description	Standard	Description / Materials	Assigned	Completed	Proficiency
<ul style="list-style-type: none"> Identify a step in a multi-step process from a slightly complex text. Use evidence to support following a multi-step process. 	6–8.RST.3	<p>Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.</p> <p><i>Challenger 8 Student Book</i> (NRP 2575): p. 85 <i>Journey to Success 6 Student Book</i> (NRP 7110): pp. 85, 87 <i>NRP Online Learning: Pre-HSE Science</i> (NRP 7165): Unit 1, Lesson 4; Unit 2, Lessons 9, 10 <i>Pre-HSE Core Skills in Science</i> (NRP 2879): p. 19 <i>Pre-HSE Workbook: Science</i> (NRP 2646): pp. 15, 26–27, 42–43, 47 <i>Scoreboost for TABE Level D: Reading</i> (NRP 7123): pp. 33–35 <i>TABE Mastery Reading: Level D</i> (NRP 7186): pp. 82–83</p>			
CRAFT AND STRUCTURE					
<ul style="list-style-type: none"> Determine the meaning of tier 1 words. Determine the meaning of tier 2 words in moderately complex texts. Determine the meaning of figurative language in context. Determine the meaning of tier 2 multiple meaning word in context. Determine the meaning of words in literary texts. Determine the meaning of figurative language in literary text. 	6.RL.4	<p>Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.</p> <p><i>Challenger 6 Student Book</i> (NRP 2573): pp. 82, 114, 115 <i>Journey to Success 6 Student Book</i> (NRP 7110): pp. 104–105, 111, 114–115, 117, 119, 121, 124–125, 131 <i>NRP Online Learning: Pre-HSE Reading/Language</i> (NRP 7165): Unit 1, Lesson 5; Unit 2, Lessons 2, 3, 4 <i>Pre-HSE Core Skills in Reading & Writing</i> (NRP 2882): pp. 25, 26, 37, 38, 40, 41, 42, 44 <i>Pre-HSE Workbook: Reading</i> (NRP 2640): pp. 30–31, 46–47 <i>Scoreboost for TABE Level D: Reading</i> (NRP 7123): pp. 44–47 <i>TABE Mastery Reading: Level D</i> (NRP 7186): pp. 94–95</p>			

READING

LEVEL D (AE–CCR LEVEL D)

TABE Skill Description	Standard	Description / Materials	Assigned	Completed	Proficiency
<ul style="list-style-type: none"> Determine the meaning of tier 1 words. Determine the meaning of tier 2 words in moderately complex texts. Determine the meaning of figurative language in context. Determine the meaning of tier 2 multiple meaning word in context. 	6.RI.4	<p>Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.</p> <p><i>Challenger 6 Student Book</i> (NRP 2573): pp. 19, 31, 37–38, 39, 40, 43, 51, 56–57, 64, 65, 76–77, 85, 89–90, 95, 100–101, 104, 109, 110, 116, 117, 126, 127, 132, 146–147, 155, 162–163, 165–166, 172–173, 180, 182, 186–187, 188</p> <p><i>Challenger Teacher's Manual 5–8</i> (NRP 2577): pp. 77, 79, 80, 81, 82, 83, 84, 85, 86, 87, 89, 90, 91, 92, 94, 95, 96, 98</p> <p><i>Journey to Success 6 Student Book</i> (NRP 7110): pp. 8–9, 15, 18–19, 28–29, 35, 40–41, 50–51, 60–61, 72–73, 82–83, 92–93</p> <p><i>NRP Online Learning: Pre-HSE Reading/Language</i> (NRP 7165): Unit 1, Lesson 6</p> <p><i>NRP Online Learning: Pre-HSE Social Studies</i> (NRP 7165): Unit 2, Lesson 7; Unit 3, Lessons 4, 10, 11; Unit 4, Lessons 1, 2, 5</p> <p><i>Pre-HSE Core Skills in Reading & Writing</i> (NRP 2882): pp. 65, 66, 68, 69</p> <p><i>Pre-HSE Workbook: Reading</i> (NRP 2640): pp. 14–18</p> <p><i>Scoreboost for TABE Level D: Reading</i> (NRP 7123): pp. 44, 47–49</p> <p><i>TABE Mastery Reading: Level D</i> (NRP 7186): pp. 94–95</p>			
<ul style="list-style-type: none"> Analyze the connection of a section of text to the whole (very complex text). 	6.RL.5	<p>Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.</p> <p><i>Challenger 6 Student Book</i> (NRP 2573): pp. 29, 82, 114</p> <p><i>Journey to Success 6 Student Book</i> (NRP 7110): pp. 127, 129, 132</p> <p><i>NRP Online Learning: Pre-HSE Reading/ Language</i> (NRP 7165): Unit 1, Lesson 4</p> <p><i>Pre-HSE Core Skills in Reading & Writing</i> (NRP 2882): pp. 21, 22</p> <p><i>Pre-HSE Workbook: Reading</i> (NRP 2640): pp. 44–45</p> <p><i>Scoreboost for TABE Level D: Reading</i> (NRP 7123): pp. 50–52</p> <p><i>TABE Mastery Reading: Level D</i> (NRP 7186): pp. 103–105</p>			
<ul style="list-style-type: none"> Determine the purpose of a section of text. Analyze the connection of a section of text to the whole (moderately complex text). Analyze the function of a section of text. Use evidence to support the determination of the purpose of a section of text Analyze the function of a text feature. 	7.RI.5	<p>Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.</p> <p><i>Journey to Success 7 Student Book</i> (NRP 7434): pp. 10–11, 16, 100, 103, 110, 113, 116</p> <p><i>NRP Online Learning: Pre-HSE Reading/Language</i> (NRP 7165): Unit 3, Lesson 3</p> <p><i>NRP Online Learning: Pre-HSE Social Studies</i> (NRP 7165): Unit 2, Lesson 6</p> <p><i>Pre-HSE Core Skills in Reading & Writing</i> (NRP 2882): pp. 62, 63</p> <p><i>Pre-HSE Workbook: Reading</i> (NRP 2640): pp. 24–27</p> <p><i>Scoreboost for TABE Level D: Reading</i> (NRP 7123): pp. 53–55</p> <p><i>TABE Mastery Reading: Level D</i> (NRP 7186): pp. 111–113</p>			

READING

LEVEL D (AE–CCR LEVEL D)

TABE Skill Description	Standard	Description / Materials	Assigned	Completed	Proficiency
<ul style="list-style-type: none"> Determine the author's purpose (explicitly stated). Compare the author's purpose across multiple texts. Determine authors' purposes across complex texts. Determine the point of view of a section of text. Determine the point of view of a text (explicitly stated). Determine the point of view of a moderately complex text. Determine the point of view of a moderately- very complex text. Use evidence to support the determination of point of view. 	8.RI.6	<p>Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.</p> <p><i>Challenger 8 Student Book</i> (NRP 2575): pp. 10–11 <i>Journey to Success 8 Student Book</i> (NRP 7436): pp. 62, 65 <i>NRP Online Learning: Pre-HSE Reading/Language</i> (NRP 7165): Unit 3, Lesson 5 <i>Pre-HSE Core Skills in Reading & Writing</i> (NRP 2882): pp. 68, 69 <i>Pre-HSE Workbook: Reading</i> (NRP 2640): pp. 18–19 <i>Scoreboost for TABE Level D: Reading</i> (NRP 7123): pp. 56–59 <i>TABE Mastery Reading: Level D</i> (NRP 7186): pp. 120–122 <i>WorkWise: Reading at Work</i> (NRP 2193): pp.32–37, 38–43</p>			
<ul style="list-style-type: none"> Use evidence to support the determination of point of view. 	6–8.RH.6	<p>Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).</p> <p><i>Challenger 6 Student Book</i> (NRP 2573): pp. 55, 119, 125 <i>Challenger 8 Student Book</i> (NRP 2575): pp. 11, 132–134, 158–159 <i>Challenger 8 Writing Book</i> (NRP 2907): pp. 5, 15, 17 <i>Journey to Success 6 Student Book</i> (NRP 7110): pp. 53, 55–56 <i>Journey to Success 7 Student Book</i> (NRP 7434): pp. 62, 65 <i>Journey to Success 8 Student Book</i> (NRP 7436): pp. 62, 65 <i>NRP Online Learning: Pre-HSE Reading/Language</i> (NRP 7165): Unit 3, Lesson 5 <i>NRP Online Learning: Pre-HSE Social Studies</i> (NRP 7165): Unit 1, Lesson 6; Unit 2, Lesson 7; Unit 3, Lessons 9, 12; Unit 4, Lesson 5 <i>Pre-HSE Core Skills in Reading & Writing</i> (NRP 2882): p. 69 <i>Pre-HSE Workbook: Social Studies</i> (NRP 2643): pp. 28–33 <i>Scoreboost for TABE Level D: Reading</i> (NRP 7123): pp. 60–63 <i>TABE Mastery Reading: Level D</i> (NRP 7186): pp. 128–130</p>			

READING

LEVEL D (AE–CCR LEVEL D)

TABE Skill Description	Standard	Description / Materials	Assigned	Completed	Proficiency
INTEGRATION OF KNOWLEDGE AND IDEAS					
<ul style="list-style-type: none"> Incorporate graphic and text to understand topic. 	6.RI.7	<p>Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.</p> <p><i>Challenger 6 Student Book</i> (NRP 2573): pp. 12–13, 58–59, 68–69, 78–79, 92–93, 102–103, 111, 124–125, 156–157, 169</p> <p><i>Challenger 8 Student Book</i> (NRP 2575): pp. 98, 102, 108–109, 118, 153, 195, 207–208</p> <p><i>Challenger Teacher's Manual 5–8</i> (NRP 2577): pp. 75, 83, 84, 85, 87, 88, 89, 91, 97</p> <p><i>Journey to Success 6 Student Book</i> (NRP 7110): pp. 12, 30, 32, 42, 44, 52, 54, 62, 64, 66, 74, 76, 84, 86, 94, 96</p> <p><i>NRP Online Learning: Pre-HSE Reading/Language</i> (NRP 7165): Unit 3, Lessons 3, 4, 7</p> <p><i>NRP Online Learning: Pre-HSE Science</i> (NRP 7165): Unit 1, Lessons 3, 4</p> <p><i>NRP Online Learning: Pre-HSE Social Studies</i> (NRP 7165): Unit 1, Lessons 1, 2, 3, 5</p> <p><i>Pre-HSE Core Skills in Reading & Writing</i> (NRP 2882): pp. 63, 65, 66, 73, 74</p> <p><i>Pre-HSE Core Skills in Science</i> (NRP 2879): pp. 17, 18, 19</p> <p><i>Pre-HSE Core Skills in Social Studies</i> (NRP 2880): pp. 13, 14, 16, 17, 18, 20, 21</p> <p><i>Pre-HSE Workbook: Reading</i> (NRP 2640): pp. 14, 24–28</p> <p><i>Pre-HSE Workbook: Science</i> (NRP 2646): pp. 12, 18, 22, 24, 28, 30, 32, 34, 38, 40</p> <p><i>Pre-HSE Workbook: Social Studies</i> (NRP 2643): pp. 18, 36, 44, 46</p> <p><i>Scoreboost for TABE Level D: Reading</i> (NRP 7123): pp. 68–71</p> <p><i>TABE Mastery Reading: Level D</i> (NRP 7186): pp. 142–145</p> <p><i>WorkWise: Reading at Work</i> (NRP 2193): pp. 15–20, 21–26, 27–31, 32–37, 38–43</p>			

READING

LEVEL D (AE–CCR LEVEL D)

TABE Skill Description	Standard	Description / Materials	Assigned	Completed	Proficiency
<ul style="list-style-type: none"> Integrate basic quantitative information with evidence from the text. Use quantitative data to support stated author's point of view. Use quantitative data and evidence from the text to support stated author's point of view. Integrate quantitative information with evidence from the text. 	6–8.RST.7	<p>Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).</p> <p><i>Challenger 6 Student Book</i> (NRP 2573): pp. 12, 109, 156–157 <i>Challenger 8 Student Book</i> (NRP 2575): pp. 74, 102 <i>Journey to Success 6 Student Book</i> (NRP 7110): pp. 74–77, 84–87 <i>Journey to Success 7 Student Book</i> (NRP 7434): pp. 10–11, 22–23, 25–26, 34–35, 37–38, 49, 51–52, 60–61, 63–64, 72–73, 75–76, 86–87, 89–90, 99, 101–102, 111 <i>Journey to Success 8 Student Book</i> (NRP 7436): pp. 11, 13–14, 23, 25–26, 34–35, 37–38, 49, 51–52, 60–61, 63–64, 72–73, 76, 87, 89–90, 98–99, 101–102, 110–111, 113–114 <i>NRP Online Learning: Pre-HSE Science</i> (NRP 7165): Unit 1, Lessons 3, 5 <i>Pre-HSE Core Skills in Science</i> (NRP 2879): pp. 17, 21 <i>Pre-HSE Workbook: Science</i> (NRP 2646): pp. 14–39, 41, 43, 45, 47, 49 <i>Scoreboost for TABE Level D: Reading</i> (NRP 7123): pp. 68, 72–73 <i>TABE Mastery Reading: Level D</i> (NRP 7186): pp. 142–145 <i>WorkWise: Reading at Work</i> (NRP 2193): pp. 21–26, 27–31, 32–37</p>			
<ul style="list-style-type: none"> Use evidence to support a stated claim. Evaluate support for a claim. Evaluate a claim made in a text. Compare claims made across texts. Identify a claim made in text. Use evidence to support a claim made in complex texts. Determine the relevance of evidence use to support a claim. Compare claims made across texts and support comparison with multiple pieces of evidence. 	8.RI.8	<p>Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.</p> <p><i>Challenger 8 Student Book</i> (NRP 2575): pp. 35, 60, 70, 116, 200 <i>Challenger Teacher's Manual 5–8</i> (NRP 2577): pp. 148, 155 <i>Journey to Success 8 Student Book</i> (NRP 7436): pp. 12, 15, 100, 103, 112, 115 <i>NRP Online Learning: Pre-HSE Reading/Language</i> (NRP 7165): Unit 3, Lessons 2, 5 <i>NRP Online Learning: Pre-HSE Social Studies</i> (NRP 7165): Unit 1, Lesson 5; Unit 2, Lessons 4, 7 <i>Pre-HSE Core Skills in Reading & Writing</i> (NRP 2882): pp. 60, 68, 69 <i>Pre-HSE Workbook: Reading</i> (NRP 2640): pp. 32–37 <i>Scoreboost for TABE Level D: Reading</i> (NRP 7123): pp. 74–77 <i>TABE Mastery Reading: Level D</i> (NRP 7186): pp. 129–130</p>			

Student _____

Instructor/Class _____

READING					
LEVEL A (AE–CCR LEVEL E)					
TABE Skill Description	Standard	Description / Materials	Assigned	Completed	Proficiency
KEY IDEAS AND DETAILS					
<ul style="list-style-type: none"> Support a given inference. Make an inference based on explicit details. Make a text-based inference of a literary text. 	9–10.RL.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. <i>Scoreboost for TABE Level A: Reading</i> (NRP 7129): pp. 4, 8–11 <i>TABE Mastery Reading: Level A</i> (7189): pp. 18–26			
<ul style="list-style-type: none"> Support a given inference. Make an inference based on explicit details. 	9–10.RH.1	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information. <i>Scoreboost for TABE Level A: Reading</i> (NRP 7129): pp. 12–14 <i>TABE Mastery Reading: Level A</i> (7189): pp. 27–36			
<ul style="list-style-type: none"> Support a given inference. Make an inference based on explicit details. 	9–10.RI.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. <i>Scoreboost for TABE Level A: Reading</i> (NRP 7129): pp. 4–7 <i>TABE Mastery Reading: Level A</i> (7189): pp. 18–26			
<ul style="list-style-type: none"> Support a given inference. Make an inference based on explicit details. 	9–10.RST.1	Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions. <i>Scoreboost for TABE Level A: Reading</i> (NRP 7129): pp. 12, 15–17 <i>TABE Mastery Reading: Level A</i> (7189): pp. 27–36			

READING

LEVEL A (AE–CCR LEVEL E)

TABE Skill Description	Standard	Description / Materials	Assigned	Completed	Proficiency
<ul style="list-style-type: none"> • Determine an explicitly stated central idea. • Determine the central idea of a section of text. • Determine a central idea of a moderately complex text. • Determine the central idea of a complex text. • Use evidence to support a stated central idea. • Use evidence to support a stated central idea of a highly complex text. • Summarize key details in a section of text. • Support a stated summary with explicit text. • Use inference to summarize a section of text. • Summarize events across multiple sections of text. • Use multiple pieces of evidence to support a summary • Determine the central idea of a complex literary text. 	9–10.RL.2	<p>Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <hr/> <p><i>Scoreboost for TABE Level A: Reading</i> (NRP 7129): pp. 18–21 <i>TABE Mastery Reading: Level A</i> (7189): pp. 37–45</p>			

READING

LEVEL A (AE–CCR LEVEL E)

TABE Skill Description	Standard	Description / Materials	Assigned	Completed	Proficiency
<ul style="list-style-type: none"> Determine an explicitly stated central idea. Determine the central idea of a section of text. Determine a central idea of a moderately complex text. Determine the central idea of a complex text. Use evidence to support a stated central idea. Use evidence to support a stated central idea of a highly complex text. Summarize key details in a section of text. Support a stated summary with explicit text. Use inference to summarize a section of text. Summarize events across multiple sections of text. Use multiple pieces of evidence to support a summary Determine the central idea of a highly complex informational text. Summarize key details of an informational text. 	9–10.RI.2	<p>Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p><i>Scoreboost for TABE Level A: Reading (NRP 7129): pp. 19–25</i> <i>TABE Mastery Reading: Level A (7189): pp. 46–53</i></p>			
<ul style="list-style-type: none"> Determine an explicitly stated central idea. Determine the central idea of a highly complex informational text. Summarize key details of an informational text. 	11–12.RST.2	<p>Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.</p> <p><i>Scoreboost for TABE Level A: Reading (NRP 7129): pp. 26–29</i> <i>TABE Mastery Reading: Level A (7189): pp. 54–62</i></p>			

READING

LEVEL A (AE–CCR LEVEL E)

TABE Skill Description	Standard	Description / Materials	Assigned	Completed	Proficiency
<ul style="list-style-type: none"> Analyze the connection of ideas within a section of text. Analyze the connection of ideas across a text. Use multiple pieces of evidence to support analysis of the connection of ideas. Use multiple pieces of evidence to support an analysis of the connection of ideas within a highly complex text. Analyze the connection of ideas across a highly complex text Use evidence to support an analysis of the connection of ideas within an informational text. 	11–12.RI.3	<p>Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.</p> <p><i>Scoreboost for TABE Level A: Reading</i> (NRP 7129): pp. 30–33 <i>TABE Mastery Reading: Level A</i> (7189): pp. 63–70</p>			
<ul style="list-style-type: none"> Use causal relationships to analyze the connection of ideas with and across texts. 	9–10.RH.3	<p>Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.</p> <p><i>Scoreboost for TABE Level A: Reading</i> (NRP 7129): pp. 34–37 <i>TABE Mastery Reading: Level A</i> (7189): pp. 71–78</p>			
<ul style="list-style-type: none"> Use evidence to support an analysis of the connection of ideas within an informational text. 	9–10.RST.3	<p>Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks attending to special cases or exceptions defined in the text.</p> <p><i>Scoreboost for TABE Level A: Reading</i> (NRP 7129): pp. 38–41 <i>TABE Mastery Reading: Level A</i> (7189): pp. 79–88</p>			

READING

LEVEL A (AE–CCR LEVEL E)

TABE Skill Description	Standard	Description / Materials	Assigned	Completed	Proficiency
CRAFT AND STRUCTURE					
<ul style="list-style-type: none"> Determine the meaning of tier 2 words in context. Determine the meaning of figurative language in context. Determine the connotative meaning of familiar phrases in context. Determine the meaning of tier 3 words in context (when defined in text). Determine the impact of word choice on tone and meaning. Determine the meaning of tier 2 multiple meaning words in context. Make a text-based inference to determine word meaning in a literary text. 	9–10.RL.4	<p>Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone.</p> <p><i>Scoreboost for TABE Level A: Reading</i> (NRP 7129): pp. 52–55 <i>TABE Mastery Reading: Level A</i> (7189): pp. 96–103</p>			
<ul style="list-style-type: none"> Determine the meaning of tier 2 words in context. Determine the meaning of figurative language in context. Determine the connotative meaning of familiar phrases in context. Determine the meaning of tier 3 words in context (when defined in text). Determine the impact of word choice on tone and meaning. Determine the meaning of tier 2 multiple meaning words in context. 	9–10.RI.4	<p>Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.</p> <p><i>Scoreboost for TABE Level A: Reading</i> (NRP 7129): pp. 52, 55–57 <i>TABE Mastery Reading: Level A</i> (7189): pp. 96–103</p>			
<ul style="list-style-type: none"> Determine the meaning of tier 3 words in context. 	9–10.RST.4	<p>Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.</p> <p><i>Scoreboost for TABE Level A: Reading</i> (NRP 7129): pp. 58–62 <i>TABE Mastery Reading: Level A</i> (7189): pp. 104–112</p>			

READING

LEVEL A (AE–CCR LEVEL E)

TABE Skill Description	Standard	Description / Materials	Assigned	Completed	Proficiency
<ul style="list-style-type: none"> Analyze the function of a section of text to develop ideas in an informational text. Analyze the function of a section of text to develop ideas in a moderately complex text. Analyze the function of a section of text to develop claims in an informational text. Analyze the function of a section of text to develop ideas in a complex text. Analyze the function of a section of text to develop claims in a complex text. Analyze the function of a section of text to develop ideas in a highly complex text. 	9–10.RI.5	<p>Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).</p> <p><i>Scoreboost for TABE Level A: Reading</i> (NRP 7129): pp. 63–67 <i>TABE Mastery Reading: Level A</i> (7189): pp. 113–122</p>			
<ul style="list-style-type: none"> Use evidence to support the analysis of text structure. Analyze the function of multiple sections to develop ideas in a complex text. Use multiple pieces of evidence to support the analysis of text structure 	11–12.RI.5	<p>Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.</p> <p><i>Scoreboost for TABE Level A: Reading</i> (NRP 7129): pp. 68–74 <i>TABE Mastery Reading: Level A</i> (7189): pp. 113–122</p>			
<ul style="list-style-type: none"> Compare point of view across multiple texts. 	9–10.RL.6	<p>Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.</p> <p><i>Scoreboost for TABE Level A: Reading</i> (NRP 7129): pp. 75–77 <i>TABE Mastery Reading: Level A</i> (7189): pp. 123–131</p>			
<ul style="list-style-type: none"> Determine character point of view in a literary text. 	11–12.RL.6	<p>Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).</p> <p><i>Scoreboost for TABE Level A: Reading</i> (NRP 7129): pp. 75, 78–79 <i>TABE Mastery Reading: Level A</i> (7189): pp. 123–131</p>			

READING

LEVEL A (AE–CCR LEVEL E)

TABE Skill Description	Standard	Description / Materials	Assigned	Completed	Proficiency
<ul style="list-style-type: none"> Determine the author's purpose in an informational text. Determine the author's purpose in a moderately complex text. Analyze the development of the author's purpose. Use evidence to support the analysis of point of view. Analyze method for developing point of view (including rhetoric). 	9–10.RI.6	Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose. <i>Scoreboost for TABE Level A: Reading</i> (NRP 7129): pp. 80–84 <i>TABE Mastery Reading: Level A</i> (7189): pp. 132–141			
<ul style="list-style-type: none"> Use multiple pieces of evidence to support the comparison of point of view (within and across texts) 	9–10.RH.6	Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts. <i>Scoreboost for TABE Level A: Reading</i> (NRP 7129): pp. 80–84 <i>TABE Mastery Reading: Level A</i> (7189): pp. 132–141			
INTEGRATION OF KNOWLEDGE AND IDEAS					
<ul style="list-style-type: none"> Determine a claim made in an informational text. Support a stated claim with evidence from an informational text. Support a stated argument with evidence from a moderately complex text. Determine a claim made in a moderately complex text. Support a stated claim with multiple pieces of evidence from a moderately complex text. Support a cross-text claim with evidence from a moderately complex text. Identify faulty reasoning as related to a stated claim. Determine a claim made in a complex text. Support a claim made in a complex text. Determine a claim based on information in a moderately complex text. 	9–10.RI.8	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning. <i>Scoreboost for TABE Level A: Reading</i> (NRP 7129): pp. 90–93 <i>TABE Mastery Reading: Level A</i> (7189): pp. 150–160			

Student _____

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MATHEMATICS					
LEVEL L (AE–CCR LEVEL A)					
TABE Skill Description	Standard	Description / Materials	Assigned	Completed	Proficiency
NUMBER AND OPERATIONS IN BASE TEN					
	1.NBT.2	Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases: (1.NBT.2.a, 1.NBT.2.b, 1.NBT.2.c) <i>Breakthrough to Math Level 1: 1 Understanding Numbers</i> (NRP 2967): pp. 20–30			
	1.NBT.3	Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols $>$, $=$, and $<$. <i>Breakthrough to Math Level 1: 1 Understanding Numbers</i> (NRP 2967): pp. 31–36			
	1.NBT.4	Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten. <i>Breakthrough to Math Level 1: 2 Adding Whole Numbers</i> (NRP 2968): pp. 7–15, 38–46			
	1.NBT.5	Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.			
	1.NBT.6	Subtract multiples of 10 in the range 10–90 from multiples of 10 in the range 10–90 (positive or zero differences): using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.			
OPERATIONS AND ALGEBRAIC THINKING					
	1.OA.2	Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem. <i>Breakthrough to Math Level 1: 1 Understanding Numbers</i> (NRP 2967): pp. 9–12			
	1.OA.3	Apply properties of operations as strategies to add and subtract.			
	1.OA.4	Understand subtraction as an unknown-addend problem. For example, subtract $10 - 8$ by finding the number that makes 10 when added to 8.			

MATHEMATICS

LEVEL L (AE–CCR LEVEL A)

TABE Skill Description	Standard	Description / Materials	Assigned	Completed	Proficiency
	1.OA.5	Relate counting to addition and subtraction (e.g., by counting on 2 to add 2). <i>Breakthrough to Math Level 1: 2 Adding Whole Numbers</i> (NRP 2968): p. 7			
	1.OA.6	Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten; decomposing a number leading to a ten ; using the relationship between addition and subtraction; and creating equivalent but easier or known sums. <i>Breakthrough to Math Level 1: 2 Adding Whole Numbers</i> (NRP 2968): pp. 9–10 <i>Breakthrough to Math Level 1: 3 Subtracting Whole Numbers</i> (NRP 2969): pp. 10–13			
	1.OA.7	Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. <i>Breakthrough to Math Level 1: 2 Adding Whole Numbers</i> (NRP 2968): p. 8 <i>Breakthrough to Math Level 1: 3 Subtracting Whole Numbers</i> (NRP 2969): p. 8			
	1.OA.8	Determine the unknown whole number in an addition or subtraction equation relating to three whole numbers.			
GEOMETRY					
	1.G.2	Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape. <i>Breakthrough to Math Level 4: 2 Triangles and Quadrangles</i> (NRP 2996): pp. 47–49			
	K.G.4	Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts and other attributes. <i>Breakthrough to Math Level 4: 2 Triangles and Quadrangles</i> (NRP 2996): pp. 8, 9, 24, 25			
MEASUREMENT AND DATA					
	1.MD.2	Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.			
	1.MD.4	Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.			

Student _____

Instructor/Class _____

MATHEMATICS					
LEVEL E (AE–CCR LEVEL B)					
TABE Skill Description	Standard	Description / Materials	Assigned	Completed	Proficiency
NUMBER AND OPERATIONS IN BASE TEN					
<ul style="list-style-type: none"> Identify the values of digits of two- and three-digit numbers. Create and use multiple representations of multi-digit numbers based on place value (e.g., base ten blocks, place value charts, expanded form). 	2.NBT.1	<p>Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones. Understand the following as special cases: (2.NBT.1.a, 2.NBT.1.b)</p> <p><i>Breakthrough to Math Level 1: 1 Understanding Numbers</i> (NRP 2967): pp. 37–39</p> <p><i>Scoreboost for TABE Level E: Math 1</i> (NRP 7114): pp. 4–5</p> <p><i>TABE Mastery Mathematics: Level E</i> (NRP 7182): pp. 14–17</p>			
		<p>b. The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones).</p> <p><i>Breakthrough to Math Level 1: 1 Understanding Numbers</i> (NRP 2967): pp. 37–39</p> <p><i>Scoreboost for TABE Level E: Math 1</i> (NRP 7114): pp. 4–5</p> <p><i>TABE Mastery Mathematics: Level E</i> (NRP 7182): pp. 14–17</p>			
<ul style="list-style-type: none"> Round numbers to tens and hundreds places. Round numbers to nearest hundreds and thousands place. 	3.NBT.1	<p>Use place value understanding to round whole numbers to the nearest 10 or 100.</p> <p><i>Scoreboost for TABE Level E: Math 1</i> (NRP 7114): pp. 10–11</p> <p><i>TABE Mastery Mathematics: Level E</i> (NRP 7182): pp. 26–29</p>			
<ul style="list-style-type: none"> Skip count by 5s, 10s, and 100s. Skip count by 5s, 10s, 100s, and by multiples of 10s and 100s. 	2.NBT.2	<p>Count within 1000; skip-count by 5s, 10s, and 100s.</p> <p><i>Scoreboost for TABE Level E: Math 1</i> (NRP 7114): pp. 6–7</p> <p><i>TABE Mastery Mathematics: Level E</i> (NRP 7182): pp. 18–21</p>			
	3.NBT.2	<p>Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.</p> <p><i>Breakthrough to Math Level 1: 2 Adding Whole Numbers</i> (NRP 2968): pp. 7–52</p> <p><i>Breakthrough to Math Level 1: 3 Subtracting Whole Numbers</i> (NRP 2969): pp. 7–50</p> <p><i>Scoreboost for TABE Level E: Math 1</i> (NRP 7114): pp. 12–15, 19–22</p> <p><i>TABE Mastery Mathematics: Level E</i> (NRP 7182): pp. 30–34, 40–43</p>			

MATHEMATICS

LEVEL E (AE–CCR LEVEL B)

TABE Skill Description	Standard	Description / Materials	Assigned	Completed	Proficiency
	2.NBT.3	Read and write numbers to 1000 using base-ten numerals, number names, and expanded form. <i>Breakthrough to Math Level 1: 1 Understanding Numbers</i> (NRP 2967): pp. 20–42 <i>Scoreboost for TABE Level E: Math 1</i> (NRP 7114): pp. 4–5 <i>TABE Mastery Mathematics: Level E</i> (NRP 7182): pp. 14–17			
<ul style="list-style-type: none"> • Multiply single-digit whole numbers by 10. • Explore patterns in multiplying numbers by 10. 	3.NBT.3	Multiply one-digit whole numbers by multiples of 10 in the range 10–90 using strategies based on place value and properties of operations. <i>Scoreboost for TABE Level E: Math 1</i> (NRP 7114): pp. 23–24 <i>TABE Mastery Mathematics: Level E</i> (NRP 7182): pp. 44–47			
<ul style="list-style-type: none"> • Compare values of digits in multi-digit numbers. 	2.NBT.4	Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using $>$, $=$, and $<$ symbols to record the results of comparisons. <i>Scoreboost for TABE Level E: Math 1</i> (NRP 7114): pp. 8–9 <i>TABE Mastery Mathematics: Level E</i> (NRP 7182): pp. 22–25			
	2.NBT.6	Add up to four two-digit numbers using strategies based on place value and properties of operations. <i>Breakthrough to Math Level 1: 2 Adding Whole Numbers</i> (NRP 2968): pp. 11–32 <i>Scoreboost for TABE Level E: Math 1</i> (NRP 7114): pp. 16–18 <i>TABE Mastery Mathematics: Level E</i> (NRP 7182): pp. 35–39			
<ul style="list-style-type: none"> • Create and use multiple representations of addition and subtraction of two- and three-digit numbers based on place value (e.g., base ten blocks, area models) and connect these representations to the standard algorithms (especially where regrouping is required). 	2.NBT.7	Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds. <i>Breakthrough to Math Level 1: 2 Adding Whole Numbers</i> (NRP 2968): pp. 7–52 <i>Breakthrough to Math Level 1: 3 Subtracting Whole Numbers</i> (NRP 2969): pp. 7–50 <i>Scoreboost for TABE Level E: Math 1</i> (NRP 7114): pp. 12–15, 19–22 <i>TABE Mastery Mathematics: Level E</i> (NRP 7182): pp. 30–34, 40–43			

MATHEMATICS

LEVEL E (AE–CCR LEVEL B)

TABE Skill Description	Standard	Description / Materials	Assigned	Completed	Proficiency
NUMBER AND OPERATIONS: FRACTIONS					
<ul style="list-style-type: none"> Identify some representations of fractions. Use unit fractions to compose simple, non-unit fractions. Use unit fractions to compose and decompose non-unit fractions. Use unit fractions and non-unit fractions to compose and decompose non-unit fractions in different ways. 	3.NF.1	<p>Understand a fraction $1/b$ as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction a/b as the quantity formed by a parts of size $1/b$.</p> <p><i>Breakthrough to Math Level 2: 1 Understanding and Comparing Fractions</i> (NRP 2976): pp. 7–14</p> <p><i>Scoreboost for TABE Level E: Math 1</i> (NRP 7114): pp. 28–30</p> <p><i>TABE Mastery Mathematics: Level E</i> (NRP 7182): pp. 52–55</p>			
	3.NF.2	<p>Understand a fraction as a number on the number line; represent fractions on a number line diagram.</p> <p><i>Scoreboost for TABE Level E: Math 1</i> (NRP 7114): pp. 28–30</p> <p><i>TABE Mastery Mathematics: Level E</i> (NRP 7182): pp. 52–55</p>			
<ul style="list-style-type: none"> Create and use multiple representations of fractions (e.g., number lines, area models, set models) 		<p>b. Represent a fraction a/b on a number line diagram by marking off a lengths $1/b$ from 0. Recognize resulting interval has size a/b and that its endpoint locates the number a/b on the number line.</p> <p><i>Scoreboost for TABE Level E: Math 1</i> (NRP 7114): pp. 28–30</p> <p><i>TABE Mastery Mathematics: Level E</i> (NRP 7182): pp. 52–55</p>			

MATHEMATICS

LEVEL E (AE–CCR LEVEL B)

TABE Skill Description	Standard	Description / Materials	Assigned	Completed	Proficiency
	3.NF.3	Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size. <i>Breakthrough to Math Level 2: 1 Understanding and Comparing Fractions</i> (NRP 2976): pp. 18, 29–31, 41–44 <i>Scoreboost for TABE Level E: Math 1</i> (NRP 7114): pp. 31–32, 33–35, 36–37 <i>TABE Mastery Mathematics: Level E</i> (NRP 7182): pp. 56–69			
<ul style="list-style-type: none">Use multiple representations to identify or create an equivalent fraction to a given fraction or whole number.		b. Recognize and generate simple equivalent fractions, e.g., $\frac{1}{2} = \frac{2}{4}$, $\frac{4}{6} = \frac{2}{3}$. Explain why the fractions are equivalent, e.g., by using a visual fraction model. <i>Breakthrough to Math Level 2: 1 Understanding and Comparing Fractions</i> (NRP 2976): pp. 29–31 <i>Scoreboost for TABE Level E: Math 1</i> (NRP 7114): pp. 33–35 <i>TABE Mastery Mathematics: Level E</i> (NRP 7182): pp. 61–65			
<ul style="list-style-type: none">Identify benchmark fractions (e.g., $\frac{1}{2}$) and reason about their sizes.Compare fractions to benchmark fractions (e.g., $\frac{1}{2}$) and reason about their sizes.Compare fractions with the same numerators or the same denominators by reasoning about their sizes (using benchmark fractions).		d. Compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with the symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual fraction model. <i>Breakthrough to Math Level 2: 1 Understanding and Comparing Fractions</i> (NRP 2976): pp. 41–44 <i>Scoreboost for TABE Level E: Math 1</i> (NRP 7114): pp. 36–37 <i>TABE Mastery Mathematics: Level E</i> (NRP 7182): pp. 66–69			
OPERATIONS AND ALGEBRAIC THINKING					
	2.OA.1	Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions. <i>Breakthrough to Math Level 1: 6 Word Problems with Whole Numbers</i> (NRP 2972): pp. 5–12 <i>Scoreboost for TABE Level E: Math 2</i> (NRP 7115): pp. 22–25 <i>TABE Mastery Mathematics: Level E</i> (NRP 7182): pp. 104–107			

MATHEMATICS

LEVEL E (AE–CCR LEVEL B)

TABE Skill Description	Standard	Description / Materials	Assigned	Completed	Proficiency
	3.OA.1	Interpret products of whole numbers, e.g., interpret 5×7 as the total number of objects in 5 groups of 7 objects each. <i>Breakthrough to Math Level 1: 4 Multiplying Whole Numbers</i> (NRP 2970): pp. 7–8 <i>Scoreboost for TABE Level E: Math 2</i> (NRP 7115): pp. 4–5 <i>TABE Mastery Mathematics: Level E</i> (NRP 7182): pp. 74–77			
	3.OA.2	Interpret whole-number quotients of whole numbers, e.g., interpret $56/8$ as the number of objects in each share when 56 objects are partitioned equally into 8 shares. <i>Breakthrough to Math Level 1: 5 Dividing Whole Numbers</i> (NRP 2971): p. 7 <i>Scoreboost for TABE Level E: Math 2</i> (NRP 7115): pp. 13–14 <i>TABE Mastery Mathematics: Level E</i> (NRP 7182): pp. 88–91			
<ul style="list-style-type: none"> Identify visual representations of multiplication and division of whole numbers (e.g., arrays, equal groups, area models). Create and use visual representations of multiplication and division of whole numbers (e.g., arrays, equal groups, area models). 	3.OA.3	Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities. <i>Breakthrough to Math Level 1: 6 Word Problems with Whole Numbers</i> (NRP 2972): pp. 13–19, 20–34 <i>Scoreboost for TABE Level E: Math 2</i> (NRP 7115): pp. 26–29 <i>TABE Mastery Mathematics: Level E</i> (NRP 7182): pp. 108–111			
	3.OA.4	Determine the unknown whole number in a multiplication or division equation relating three whole numbers. <i>Breakthrough to Math Level 3: 2 Solving Equations</i> (NRP 2987): pp. 19–23 <i>Scoreboost for TABE Level E: Math 2</i> (NRP 7115): pp. 15–17 <i>TABE Mastery Mathematics: Level E</i> (NRP 7182): pp. 92–95			
<ul style="list-style-type: none"> Solve multiplication and division problems using math fact strategies. Solve basic multiplication problems using math fact strategies. 	3.OA.5	Apply properties of operations as strategies to multiply and divide. (Commutative property of multiplication, Associative property of multiplication, Distributive property.) <i>Scoreboost for TABE Level E: Math 2</i> (NRP 7115): pp. 6–9, 13 <i>TABE Mastery Mathematics: Level E</i> (NRP 7182): pp. 78–82			
	3.OA.6	Understand division as an unknown-factor problem. For example, find $32/8$ by finding the number that makes 32 when multiplied by 8. <i>Breakthrough to Math Level 1: 5 Dividing Whole Numbers</i> (NRP 2971): p. 8 <i>Scoreboost for TABE Level E: Math 2</i> (NRP 7115): pp. 15–17 <i>TABE Mastery Mathematics: Level E</i> (NRP 7182): pp. 92–95			

MATHEMATICS

LEVEL E (AE–CCR LEVEL B)

TABE Skill Description	Standard	Description / Materials	Assigned	Completed	Proficiency
<ul style="list-style-type: none"> Use equations to connect an unknown product of a multiplication problem to a missing factor in a related division problem. 	3.OA.7	<p>Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.</p> <p><i>Breakthrough to Math Level 1: 4 Multiplying Whole Numbers</i> (NRP 2970): pp. 9–12</p> <p><i>Scoreboost for TABE Level E: Math 2</i> (NRP 7115): pp. 10–12, 18–19</p> <p><i>TABE Mastery Mathematics: Level E</i> (NRP 7182): pp. 83–87, 96–99</p>			
<ul style="list-style-type: none"> Solve real-world problems involving multiplication and division while using visual representations to show the process. Connect visual representations of real-world problems to expressions and equations that also represent the real-world problems. 	3.OA.8	<p>Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.</p> <p><i>Breakthrough to Math Level 3: 2 Solving Equations</i> (NRP 2987): pp. 24–26</p> <p><i>Scoreboost for TABE Level E: Math 2</i> (NRP 7115): pp. 30–33</p> <p><i>TABE Mastery Mathematics: Level E</i> (NRP 7182): pp. 112–115</p>			
<ul style="list-style-type: none"> Use number patterns with simple addition rules to investigate how they relate to multiplication and division. Identify an addition rule given a pattern and create patterns when given simple addition rules. 	3.OA.9	<p>Identify arithmetic patterns (including patterns in the addition table or multiplication table): and explain them using properties of operations.</p> <p><i>Breakthrough to Math Level 1: 2 Adding Whole Numbers</i> (NRP 2968): p. 9</p> <p><i>Breakthrough to Math Level 1: 4 Multiplying Whole Numbers</i> (NRP 2970): p. 11</p> <p><i>Scoreboost for TABE Level E: Math 2</i> (NRP 7115): pp. 34–37</p> <p><i>TABE Mastery Mathematics: Level E</i> (NRP 7182): pp. 116–119</p>			
GEOMETRY					
<ul style="list-style-type: none"> Extend properties of two-dimensional shapes to three-dimensional shapes. Identify simple features (number of sides, number of angles, etc.) of given shapes with pictures. Identify features of given shapes with words and pictures. Explore properties of shapes with more than four sides. 	2.G.1	<p>Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.</p> <p><i>Breakthrough to Math Level 4: 1 Lines and Angles</i> (NRP 2995): p. 7</p> <p><i>Breakthrough to Math Level 4: 2 Triangles and Quadrangles</i> (NRP 2996): pp. 8, 9, 24, 25</p> <p><i>Scoreboost for TABE Level E: Math 3</i> (NRP 7116): pp. 4–5</p> <p><i>TABE Mastery Mathematics: Level E</i> (NRP 7182): pp. 124–129</p>			

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LEVEL E (AE–CCR LEVEL B)

TABE Skill Description	Standard	Description / Materials	Assigned	Completed	Proficiency
<ul style="list-style-type: none"> Identify properties of shapes with three or four sides. Describe and analyze features of shapes extending beyond numbers of sides and angles (e.g., relationships between pairs of sides or angles). Identify features of given shapes with words and pictures together and separately. Identify both properties of given shapes and shapes with given properties. Analyze polygons with similar properties and some of the same features. Identify and create non-examples of shapes. 	3.G.1	<p>Understand that shapes in different categories may share attributes, and that the shared attributes can define a larger category . Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.</p> <p><i>Breakthrough to Math Level 4: 2 Triangles and Quadrangles</i> (NRP 2996): pp. 24–25</p> <p><i>Scoreboost for TABE Level E: Math 3</i> (NRP 7116): pp. 6–7</p> <p><i>TABE Mastery Mathematics: Level E</i> (NRP 7182): pp. 130–135</p>			
<ul style="list-style-type: none"> Create and use visual representations to partition areas of shapes. 	3.G.2	<p>Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole.</p> <p><i>Breakthrough to Math Level 2: 1 Understanding and Comparing Fractions</i> (NRP 2976): pp. 7–12</p> <p><i>Scoreboost for TABE Level E: Math 3</i> (NRP 7116): pp. 8–9</p> <p><i>TABE Mastery Mathematics: Level E</i> (NRP 7182): pp. 136–139</p>			
<ul style="list-style-type: none"> Identify shapes whose areas have been partitioned into halves and quarters. 	2.G.3	<p>Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words halves, thirds, half of, a third of, etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.</p> <p><i>Breakthrough to Math Level 2: 1 Understanding and Comparing Fractions</i> (NRP 2976): pp. 7–12</p> <p><i>Scoreboost for TABE Level E: Math 3</i> (NRP 7116): pp. 8–9</p> <p><i>TABE Mastery Mathematics: Level E</i> (NRP 7182): pp. 136–139</p>			
MEASUREMENT AND DATA					
<ul style="list-style-type: none"> Find elapsed time when given a start and end time. Solve problems involving addition and subtraction of time intervals, especially working backward from a given end time. 	3.MD.1	<p>Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram.</p> <p><i>Scoreboost for TABE Level E: Math 3</i> (NRP 7116): pp. 12–15</p> <p><i>TABE Mastery Mathematics: Level E</i> (NRP 7182): pp. 144–148</p>			

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LEVEL E (AE–CCR LEVEL B)

TABE Skill Description	Standard	Description / Materials	Assigned	Completed	Proficiency
<ul style="list-style-type: none"> Measure objects in different units (with fractional lengths) and compare these measurements. 	2.MD.2	Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen. <i>Scoreboost for TABE Level E: Math 3</i> (NRP 7116): pp. 16 <i>TABE Mastery Mathematics: Level E</i> (NRP 7182): pp. 149–153			
<ul style="list-style-type: none"> Extend arithmetic operations to real-world problems involving volumes and masses of objects. 	3.MD.2	Measure and estimate liquid volumes and masses of objects using standard units of grams (g): kilograms (kg): and liters (l). Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units, e.g., by using drawings to represent the problem. <i>Scoreboost for TABE Level E: Math 3</i> (NRP 7116): pp. 24–27 <i>TABE Mastery Mathematics: Level E</i> (NRP 7182): pp. 162–165			
<ul style="list-style-type: none"> Estimate the length of an object before measuring the object. 	2.MD.3	Estimate lengths using units of inches, feet, centimeters, and meters. <i>Scoreboost for TABE Level E: Math 3</i> (NRP 7116): pp. 17–19 <i>TABE Mastery Mathematics: Level E</i> (NRP 7182): pp. 149–153			
<ul style="list-style-type: none"> Use bar graphs with different scales to solve problems involving multiple categories. 	3.MD.3	Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step how many more and how many less problems using information presented in scaled bar graphs. <i>Scoreboost for TABE Level E: Math 3</i> (NRP 7116): pp. 46, 48 <i>TABE Mastery Mathematics: Level E</i> (NRP 7182): pp. 185–190			
	2.MD.4	Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit. <i>Scoreboost for TABE Level E: Math 3</i> (NRP 7116): pp. 17–19 <i>TABE Mastery Mathematics: Level E</i> (NRP 7182): pp. 149–153			
	3.MD.4	Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units—whole numbers, halves, or quarters. <i>Scoreboost for TABE Level E: Math 3</i> (NRP 7116): pp. 22–23 <i>TABE Mastery Mathematics: Level E</i> (NRP 7182): pp. 158–161			
	3.MD.5	Recognize area as an attribute of plane figures and understand concepts of area measurement. <i>Breakthrough to Math Level 4: 2 Triangles and Quadrangles</i> (NRP 2996): pp. 39–42 <i>Scoreboost for TABE Level E: Math 3</i> (NRP 7116): pp. 22–23 <i>TABE Mastery Mathematics: Level E</i> (NRP 7182): pp. 166–169			

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LEVEL E (AE–CCR LEVEL B)

TABE Skill Description	Standard	Description / Materials	Assigned	Completed	Proficiency
	2.MD.6	Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, ..., and represent whole-number sums and differences within 100 on a number line diagram. <i>Scoreboost for TABE Level E: Math 3</i> (NRP 7116): pp. 20–21 <i>TABE Mastery Mathematics: Level E</i> (NRP 7182): pp. 154–157			
	3.MD.7	Relate area to the operations of multiplication and addition. <i>Breakthrough to Math Level 4: 2 Triangles and Quadrangles</i> (NRP 2996): pp. 39–42, 47–49 <i>Scoreboost for TABE Level E: Math 3</i> (NRP 7116): pp. 30–33, 34–37 <i>TABE Mastery Mathematics: Level E</i> (NRP 7182): pp. 170–178			
<ul style="list-style-type: none"> Find areas and perimeters of squares and rectangles. Identify and create squares and rectangles with given areas or perimeters. Identify and create squares and rectangles with the same areas and different perimeters. 	3.MD.8	Solve real world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters. <i>Breakthrough to Math Level 4: 2 Triangles and Quadrangles</i> (NRP 2996): pp. 28–33 <i>Scoreboost for TABE Level E: Math 3</i> (NRP 7116): pp. 38–43 <i>TABE Mastery Mathematics: Level E</i> (NRP 7182): pp. 179–184			
<ul style="list-style-type: none"> Identify bar graphs that match a given data set and explain simple characteristics (e.g., category totals). Create bar graphs from given data sets and explain simple characteristics (e.g., category totals). 	2.MD.10	Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put together, take-apart, and compare problems using information presented in a bar graph. <i>Scoreboost for TABE Level E: Math 3</i> (NRP 7116): pp. 44–49 <i>TABE Mastery Mathematics: Level E</i> (NRP 7182): pp. 185–190			

Student _____

Instructor/Class _____

MATHEMATICS					
LEVEL M (AE–CCR LEVEL C)					
TABE Skill Description	Standard	Description / Materials	Assigned	Completed	Proficiency
MEASUREMENT AND DATA					
	5.MD.1	Convert among different-sized standard measurement units within a given measurement system, and use these conversions in solving multi-step, real world problems. <i>NRP Online Learning: Pre-HSE Mathematics</i> (NRP 7165): Unit 6, Lesson 3 <i>Pre-HSE Core Skills in Mathematics</i> (NRP 2881): pp. 119–122 <i>Scoreboost for TABE Level M: Math 2</i> (NRP 7120): pp. 4–7 <i>TABE Mastery Mathematics: Level M</i> (NRP 7185): pp. 112–115			
<ul style="list-style-type: none"> Create line plots from given data sets and explain simple characteristics. Use line plots to solve simple addition and subtraction problems. Use line plots to solve multi-step addition, subtraction, multiplication, and division problems. Use visual representations of arithmetic operations to bridge the concrete to the abstract (e.g., number line diagrams, area models, etc.) 	5.MD.2	Make a line plot to display a data set of measurements in fractions of a unit ($\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$). Use operations on fractions for this grade to solve problems involving information presented in line plots. <i>NRP Online Learning: Pre-HSE Mathematics</i> (NRP 7165): Unit 6, Lesson 1 <i>Pre-HSE Core Skills in Mathematics</i> (NRP 2881): pp. 113–114 <i>Scoreboost for TABE Level M: Math 2</i> (NRP 7120): pp. 8–10 <i>TABE Mastery Mathematics: Level M</i> (NRP 7185): pp. 116–121			
<ul style="list-style-type: none"> Find the missing side length of a rectangle given one side length and the area or perimeter. 	4.MD.3	Apply the area and perimeter formulas for rectangles in real world and mathematical problems. <i>Breakthrough to Math Level 4: 2 Triangles and Quadrangles</i> (NRP 2996): pp.15–17, 28–33, 39–49			
<ul style="list-style-type: none"> Extend the idea of using unit squares to find areas of rectangles to using unit cubes to find volumes of rectangular prisms. 	5.MD.4	Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised units. <i>NRP Online Learning: Pre-HSE Mathematics</i> (NRP 7165): Unit 5, Lesson 5 <i>Pre-HSE Core Skills in Mathematics</i> (NRP 2881): p. 104 <i>Scoreboost for TABE Level M: Math 2</i> (NRP 7120): pp. 11, 13 <i>TABE Mastery Mathematics: Level M</i> (NRP 7185): pp. 122–127 <i>WorkWise: Math at Work</i> (NRP 2195): pp. 68–76			

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LEVEL M (AE–CCR LEVEL C)

TABE Skill Description	Standard	Description / Materials	Assigned	Completed	Proficiency
	4.MD.5	<p>Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint, and understand concepts of angle measurement.</p> <p><i>Breakthrough to Math Level 4: 1 Lines and Angles</i> (NRP 2995): pp. 14–15 <i>NRP Online Learning: Pre-HSE Mathematics</i> (NRP 7165): Unit 5, Lesson 3 <i>Pre-HSE Core Skills in Mathematics</i> (NRP 2881): p. 94 <i>Scoreboost for TABE Level M: Math 2</i> (NRP 7120): pp. 17–18 <i>TABE Mastery Mathematics: Level M</i> (NRP 7185): pp. 134–137</p>			
	5.MD.5	<p>Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume.</p> <p><i>Breakthrough to Math Level 4: 3 Circles and Volume</i> (NRP 2997): pp. 26–30 <i>NRP Online Learning: Pre-HSE Mathematics</i> (NRP 7165): Unit 5, Lesson 5 <i>Pre-HSE Core Skills in Mathematics</i> (NRP 2881): pp. 103–105 <i>Scoreboost for TABE Level M: Math 2</i> (NRP 7120): pp. 11–13, 14–16 <i>TABE Mastery Mathematics: Level M</i> (NRP 7185): pp. 122–133 <i>WorkWise: Math at Work</i> (NRP 2195): pp. 68–76</p>			
<ul style="list-style-type: none"> Find volumes of rectangular prisms by counting unit cubes and by multiplying the side lengths (using the volume formula). 		<p>a. Find the volume of a right rectangular prism with whole-number side lengths by packing it with unit cubes, and show that the volume is the same as would be found by multiplying the edge lengths, equivalently by multiplying the height by the area of the base. Represent threefold whole-number products as volumes, e.g., to represent the associative property of multiplication.</p> <p><i>NRP Online Learning: Pre-HSE Mathematics</i> (NRP 7165): Unit 5, Lesson 5 <i>Pre-HSE Core Skills in Mathematics</i> (NRP 2881): pp. 103–104 <i>Scoreboost for TABE Level M: Math 2</i> (NRP 7120): pp. 11–13 <i>TABE Mastery Mathematics: Level M</i> (NRP 7185): pp. 122–127</p>			
<ul style="list-style-type: none"> Find the missing dimension of a rectangular prism when given the other dimensions and the volume. 		<p>b. Apply the formulas $V = l \times w \times h$ and $V = b \times h$ for rectangular prisms to find volumes of right rectangular prisms with whole-number edge lengths in the context of solving real world and mathematical problems.</p> <p><i>Breakthrough to Math Level 4: 3 Circles and Volume</i> (NRP 2997): pp. 26–30 <i>NRP Online Learning: Pre-HSE Mathematics</i> (NRP 7165): Unit 5, Lesson 5 <i>Pre-HSE Core Skills in Mathematics</i> (NRP 2881): pp. 103–105 <i>Scoreboost for TABE Level M: Math 2</i> (NRP 7120): pp. 11–16 <i>TABE Mastery Mathematics: Level M</i> (NRP 7185): pp. 122–127 <i>WorkWise: Math at Work</i> (NRP 2195): pp. 68–76</p>			

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LEVEL M (AE–CCR LEVEL C)

TABE Skill Description	Standard	Description / Materials	Assigned	Completed	Proficiency
<ul style="list-style-type: none"> Extend the use of measuring tools to include measuring angles with protractors. Measure angles to the nearest degree using a protractor and create angles with given measures. 	4.MD.6	<p>Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure.</p> <p><i>Breakthrough to Math Level 4: 1 Lines and Angles</i> (NRP 2995): pp. 16–17 <i>Scoreboost for TABE Level M: Math 2</i> (NRP 7120): pp. 17–19 <i>TABE Mastery Mathematics: Level M</i> (NRP 7185): pp. 134–137</p>			
<ul style="list-style-type: none"> Use properties of complementary and supplementary angles to find missing angle measures in diagrams. 	4.MD.7	<p>Recognize angle measure as additive. When an angle is decomposed into non-overlapping parts, the angle measure of the whole is the sum of the angle measures of the parts. Solve addition and subtraction problems to find unknown angles on a diagram in real world and mathematical problems.</p> <p><i>Breakthrough to Math Level 4: 1 Lines and Angles</i> (NRP 2995): pp. 25–27 <i>NRP Online Learning: Pre-HSE Mathematics</i> (NRP 7165): Unit 5, Lesson 3 <i>Pre-HSE Core Skills in Mathematics</i> (NRP 2881): pp. 95–98 <i>Scoreboost for TABE Level M: Math 2</i> (NRP 7120): pp. 20–22 <i>TABE Mastery Mathematics: Level M</i> (NRP 7185): pp. 138–141</p>			
NUMBER AND OPERATIONS: FRACTIONS					
<ul style="list-style-type: none"> Use multiple representations to create equivalent fractions, especially with denominators other than 1, 2, 3, 4, 6, and 8. 	4.NF.1	<p>Explain why a fraction a/b is equivalent to a fraction $(n \times a)/(n \times b)$ by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions.</p> <p><i>Breakthrough to Math Level 2: 1 Understanding and Comparing Fractions</i> (NRP 2976): pp. 29–36 <i>Math Sense 1: Focus on Operations</i> (NRP 2691): pp. 72 <i>NRP Online Learning: Pre-HSE Mathematics</i> (NRP 7165): Unit 1, Lesson 6 <i>Pre-HSE Core Skills in Mathematics</i> (NRP 2881): pp. 31, 34 <i>Scoreboost for TABE Level M: Math 1</i> (NRP 7119): pp. 42–43 <i>TABE Mastery Mathematics: Level M</i> (NRP 7185): pp. 70–73</p>			
<ul style="list-style-type: none"> Solve simple, one-step, real-world problems involving addition or subtraction of fractions with different denominators or multiplication or division involving a unit fraction. Solve simple, one-step, real-world problems involving addition and subtraction of fractions with different denominators. 	5.NF.2	<p>Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers.</p> <p><i>Breakthrough to Math Level 2: 2 Adding and Subtracting Fractions</i> (NRP 2977): pp. 23–24 <i>NRP Online Learning: Pre-HSE Mathematics</i> (NRP 7165): Unit 1, Lesson 7 <i>Pre-HSE Core Skills in Mathematics</i> (NRP 2881): p. 39 <i>Scoreboost for TABE Level M: Math 1</i> (NRP 7119): pp. 48–51 <i>TABE Mastery Mathematics: Level M</i> (NRP 7185): pp. 74–85</p>			

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LEVEL M (AE–CCR LEVEL C)

TABE Skill Description	Standard	Description / Materials	Assigned	Completed	Proficiency
	4.NF.3	Understand a fraction a/b with $a > 1$ as a sum of fractions $1/b$. <i>Breakthrough to Math Level 2: 2 Adding and Subtracting Fractions</i> (NRP 2977): pp. 7–12, 17–18 <i>NRP Online Learning: Pre-HSE Mathematics</i> (NRP 7165): Unit 1, Lesson 7 <i>Pre-HSE Core Skills in Mathematics</i> (NRP 2881): pp. 35–39 <i>Scoreboost for TABE Level M: Math 1</i> (NRP 7119): pp. 44–47 <i>TABE Mastery Mathematics: Level M</i> (NRP 7185): pp. 74–81 <i>WorkWise: Math at Work</i> (NRP 2195): pp. 39–46			
• Compose and decompose fractions using addition and subtraction.		a. Understand addition and subtraction of fractions as joining and separating parts referring to the same whole. <i>Breakthrough to Math Level 2: 2 Adding and Subtracting Fractions</i> (NRP 2977): pp. 7–12 <i>NRP Online Learning: Pre-HSE Mathematics</i> (NRP 7165): Unit 1, Lesson 7 <i>Pre-HSE Core Skills in Mathematics</i> (NRP 2881): pp. 35–39 <i>Scoreboost for TABE Level M: Math 1</i> (NRP 7119): pp. 44–47 <i>TABE Mastery Mathematics: Level M</i> (NRP 7185): pp. 74–81			
• Solve simple, one-step, real-world problems involving addition and subtraction of fractions with the same denominators.		d. Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators, e.g., by using visual fraction models and equations to represent the problem. <i>Breakthrough to Math Level 2: 2 Adding and Subtracting Fractions</i> (NRP 2977): pp. 23–24 <i>NRP Online Learning: Pre-HSE Mathematics</i> (NRP 7165): Unit 1, Lesson 7 <i>Pre-HSE Core Skills in Mathematics</i> (NRP 2881): pp. 35–39 <i>Scoreboost for TABE Level M: Math 1</i> (NRP 7119): pp. 44–47 <i>TABE Mastery Mathematics: Level M</i> (NRP 7185): pp. 74–81 <i>WorkWise: Math at Work</i> (NRP 2195): pp. 43–46			
• Express the division of two whole numbers as a fraction in a real-world context.	5.NF.3	Interpret a fraction as division of the numerator by the denominator ($a/b = a \div b$). Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers. <i>Breakthrough to Math Level 2: 1 Understanding and Comparing Fractions</i> (NRP 2976): pp. 23–25 <i>NRP Online Learning: Pre-HSE Mathematics</i> (NRP 7165): Unit 1, Lessons 6, 7 <i>Pre-HSE Core Skills in Mathematics</i> (NRP 2881): pp. 32, 34, 39 <i>Scoreboost for TABE Level M: Math 1</i> (NRP 7119): pp. 58–59 <i>TABE Mastery Mathematics: Level M</i> (NRP 7185): pp. 96–99			

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LEVEL M (AE–CCR LEVEL C)

TABE Skill Description	Standard	Description / Materials	Assigned	Completed	Proficiency
	4.NF.4	Apply and extend previous understandings of multiplication to multiply a fraction by a whole number. <i>Breakthrough to Math Level 2: 3 Multiplying and Dividing Fractions</i> (NRP 2978): pp. 8, 10–12, 16–18 <i>NRP Online Learning: Pre-HSE Mathematics</i> (NRP 7165): Unit 1, Lesson 7 <i>Pre-HSE Core Skills in Mathematics</i> (NRP 2881): pp. 36, 39 <i>Scoreboost for TABE Level M: Math 1</i> (NRP 7119): pp. 52–54 <i>TABE Mastery Mathematics: Level M</i> (NRP 7185): pp. 86–91 <i>WorkWise: Math at Work</i> (NRP 2195): pp. 39–46			
• Express repeated addition of unit fractions as multiplication expressions (e.g., $1/5 + 1/5 + 1/5 = 3 \times 1/5 = 3/5$).		b. Understand a multiple of a/b as a multiple of $1/b$, and use this understanding to multiply a fraction by a whole number. For example, use a visual fraction model to express $3 \times (2/5)$ as $6 \times (1/5)$: recognizing this product as $6/5$. (In general, $n \times (a/b) = (n \times a)/b$.) <i>Breakthrough to Math Level 2: 3 Multiplying and Dividing Fractions</i> (NRP 2978): p. 8 <i>Scoreboost for TABE Level M: Math 1</i> (NRP 7119): pp. 52–54 <i>TABE Mastery Mathematics: Level M</i> (NRP 7185): pp. 86–91			
	5.NF.4	Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction. <i>Breakthrough to Math Level 2: 3 Multiplying and Dividing Fractions</i> (NRP 2978): pp. 7–12 <i>NRP Online Learning: Pre-HSE Mathematics</i> (NRP 7165): Unit 1, Lesson 7 <i>Pre-HSE Core Skills in Mathematics</i> (NRP 2881): pp. 36–37, 39 <i>Scoreboost for TABE Level M: Math 1</i> (NRP 7119): pp. 53–54 <i>TABE Mastery Mathematics: Level M</i> (NRP 7185): pp. 86–91 <i>WorkWise: Math at Work</i> (NRP 2195): pp. 39–46			
	5.NF.5	Interpret multiplication as scaling (resizing): by: (5.NF.5.b) <i>Scoreboost for TABE Level M: Math 1</i> (NRP 7119): pp. 53–54 <i>TABE Mastery Mathematics: Level M</i> (NRP 7185): pp. 86–91			

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LEVEL M (AE–CCR LEVEL C)

TABE Skill Description	Standard	Description / Materials	Assigned	Completed	Proficiency
<ul style="list-style-type: none"> Solve simple, one-step, real-world problems involving addition or subtraction of fractions with different denominators or multiplication or division involving a unit fraction. 	5.NF.6	<p>Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem.</p> <p><i>Breakthrough to Math Level 2: 3 Multiplying and Dividing Fractions</i> (NRP 2978): pp. 16–17</p> <p><i>NRP Online Learning: Pre-HSE Mathematics</i> (NRP 7165): Unit 1, Lesson 7</p> <p><i>Pre-HSE Core Skills in Mathematics</i> (NRP 2881): p. 39</p> <p><i>Scoreboost for TABE Level M: Math 1</i> (NRP 7119): pp. 55–57</p> <p><i>TABE Mastery Mathematics: Level M</i> (NRP 7185): pp. 92–95</p> <p><i>WorkWise: Math at Work</i> (NRP 2195): pp. 39–46</p>			
<ul style="list-style-type: none"> Use visual representations to create models of decimals and connect these to fractions. Use visual representations to compare decimals to the hundredths place. 	4.NF.7	<p>Compare two decimals to hundredths by reasoning about their size. Recognize that comparisons are valid only when the two decimals refer to the same whole. Record the results of comparisons with the symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual model.</p> <p><i>Scoreboost for TABE Level M: Math 1</i> (NRP 7119): pp. 25–27</p> <p><i>TABE Mastery Mathematics: Level M</i> (NRP 7185): pp. 46–49</p>			

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LEVEL M (AE–CCR LEVEL C)

TABE Skill Description	Standard	Description / Materials	Assigned	Completed	Proficiency
<ul style="list-style-type: none"> Solve simple, one-step, real-world problems involving addition or subtraction of fractions with different denominators or multiplication or division involving a unit fraction. 	5.NF.7	<p>Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions.</p> <p><i>Breakthrough to Math Level 2: 3 Multiplying and Dividing Fractions</i> (NRP 2978): pp. 16–17, 22–23</p> <p><i>NRP Online Learning: Pre-HSE Mathematics</i> (NRP 7165): Unit 1, Lesson 7</p> <p><i>Pre-HSE Core Skills in Mathematics</i> (NRP 2881): pp. 36–37, 39</p> <p><i>Scoreboost for TABE Level M: Math 1</i> (NRP 7119): pp. 60–61</p> <p><i>TABE Mastery Mathematics: Level M</i> (NRP 7185): pp. 100–103</p>			
<ul style="list-style-type: none"> Use visual representations to show division of a whole number by a unit fraction. 		<p>b. Interpret division of a whole number by a unit fraction, and compute such quotients. For example, create a story context for $4 \div (1/5)$; and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that $4 \div (1/5) = 20$ because $20 \times (1/5) = 4$.</p> <p><i>Breakthrough to Math Level 2: 3 Multiplying and Dividing Fractions</i> (NRP 2978): pp. 22–25</p> <p><i>Scoreboost for TABE Level M: Math 1</i> (NRP 7119): pp. 60–61</p> <p><i>TABE Mastery Mathematics: Level M</i> (NRP 7185): pp. 100–103</p>			
STATISTICS AND PROBABILITY					
	6.SP.1	<p>Recognize a statistical question as one that anticipates variability in the data related to the question and accounts for it in the answers.</p> <p><i>Math Sense 3: Focus on Analysis</i> (NRP 2693): pp. 32</p> <p><i>NRP Online Learning: Pre-HSE Mathematics</i> (NRP 7165): Unit 7, Lesson 1</p> <p><i>Pre-HSE Core Skills in Mathematics</i> (NRP 2881): pp. 131–133</p> <p><i>Scoreboost for TABE Level M: Math 3</i> (NRP 7121): pp. 53</p> <p><i>TABE Mastery Mathematics: Level M</i> (NRP 7185): pp. 234–237</p> <p><i>WorkWise: Math at Work</i> (NRP 2195): pp. 63–67</p>			
	6.SP.2	<p>Understand that a set of data collected to answer a statistical question has a distribution which can be described by its center, spread, and overall shape.</p> <p><i>Math Sense 3: Focus on Analysis</i> (NRP 2693): pp. 40</p> <p><i>NRP Online Learning: Pre-HSE Mathematics</i> (NRP 7165): Unit 7, Lessons 1, 2</p> <p><i>Pre-HSE Core Skills in Mathematics</i> (NRP 2881): pp. 131–137</p> <p><i>Scoreboost for TABE Level M: Math 3</i> (NRP 7121): pp. 53–56, 57–59, 60–63</p> <p><i>TABE Mastery Mathematics: Level M</i> (NRP 7185): pp. 234–245</p>			

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LEVEL M (AE–CCR LEVEL C)

TABE Skill Description	Standard	Description / Materials	Assigned	Completed	Proficiency
	6.SP.4	<p>Display numerical data in plots on a number line, including dot plots, histograms, and box plots.</p> <p><i>Math Sense 3: Focus on Analysis</i> (NRP 2693): pp. 20, 24, 38 <i>NRP Online Learning: Pre-HSE Mathematics</i> (NRP 7165): Unit 7, Lesson 2 <i>Pre-HSE Core Skills in Mathematics</i> (NRP 2881): pp. 134–135, 137 <i>Scoreboost for TABE Level M: Math 3</i> (NRP 7121): pp. 53–56, 57–59, 60–63 <i>TABE Mastery Mathematics: Level M</i> (NRP 7185): pp. 234–245</p>			
NUMBER AND OPERATIONS IN BASE TEN					
	4.NBT.1	<p>Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right.</p> <p><i>NRP Online Learning: Pre-HSE Mathematics</i> (NRP 7165): Unit 1, Lesson 2 <i>Pre-HSE Core Skills in Mathematics</i> (NRP 2881): pp. 15–16, 18 <i>Scoreboost for TABE Level M: Math 1</i> (NRP 7119): pp. 4–6 <i>TABE Mastery Mathematics: Level M</i> (NRP 7185): pp. 18–21 <i>WorkWise: Math at Work</i> (NRP 2195): pp. 5–10</p>			
	4.NBT.3	<p>Use place value understanding to round multi-digit whole numbers to any place.</p> <p><i>NRP Online Learning: Pre-HSE Mathematics</i> (NRP 7165): Unit 1, Lesson 3 <i>Pre-HSE Core Skills in Mathematics</i> (NRP 2881): pp. 19–22 <i>Scoreboost for TABE Level M: Math 1</i> (NRP 7119): pp. 4–6 <i>TABE Mastery Mathematics: Level M</i> (NRP 7185): pp. 18–21 <i>WorkWise: Math at Work</i> (NRP 2195): pp. 32–38</p>			

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LEVEL M (AE–CCR LEVEL C)

TABE Skill Description	Standard	Description / Materials	Assigned	Completed	Proficiency
	5.NBT.3	Read, write, and compare decimals to thousandths. <i>Breakthrough to Math Level 2: 4 Decimal Fractions</i> (NRP 2979): pp. 7–11, 43–45 <i>NRP Online Learning: Pre-HSE Mathematics</i> (NRP 7165): Unit 1, Lesson 2 <i>Pre-HSE Core Skills in Mathematics</i> (NRP 2881): pp. 16–18 <i>Scoreboost for TABE Level M: Math 1</i> (NRP 7119): pp. 22–24, 25–27 <i>TABE Mastery Mathematics: Level M</i> (NRP 7185): pp. 42–49 <i>WorkWise: Math at Work</i> (NRP 2195): pp. 47–55			
<ul style="list-style-type: none"> Create and use multiple representations of multi-digit decimals based on place value. Compare the values of digits in multi-digit numbers and observing patterns. Create models of decimals and use decimal notation. 		a. Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., $347.392 = 3 \times 100 + 4 \times 10 + 7 \times 1 + 3 \times (1/10) + 9 \times (1/100) + 2 \times (1/1000)$. <i>Breakthrough to Math Level 2: 4 Decimal Fractions</i> (NRP 2979): pp. 7–11 <i>NRP Online Learning: Pre-HSE Mathematics</i> (NRP 7165): Unit 1, Lesson 2 <i>Pre-HSE Core Skills in Mathematics</i> (NRP 2881): pp. 16–18 <i>Scoreboost for TABE Level M: Math 1</i> (NRP 7119): pp. 22–24 <i>TABE Mastery Mathematics: Level M</i> (NRP 7185): pp. 42–45			
<ul style="list-style-type: none"> Compare decimals to the thousandths place. 		b. Compare two decimals to thousandths based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons. <i>Scoreboost for TABE Level M: Math 1</i> (NRP 7119): pp. 25–27 <i>TABE Mastery Mathematics: Level M</i> (NRP 7185): pp. 46–49			
<ul style="list-style-type: none"> Create and use multiple representations of addition and subtraction of multi-digit numbers, including those with more than three digits, based on place value and connect these representations to the standard algorithms (especially where regrouping is required). 	4.NBT.4	Fluently add and subtract multi-digit whole numbers using the standard algorithm. <i>Breakthrough to Math Level 1: 2 Adding Whole Numbers</i> (NRP 2968): pp. 7–52 <i>Breakthrough to Math Level 1: 3 Subtracting Whole Numbers</i> (NRP 2978): pp. 7–50 <i>NRP Online Learning: Pre-HSE Mathematics</i> (NRP 7165): Unit 1, Lesson 4 <i>Pre-HSE Core Skills in Mathematics</i> (NRP 2881): pp. 23, 26 <i>Scoreboost for TABE Level M: Math 1</i> (NRP 7119): pp. 7–10 <i>TABE Mastery Mathematics: Level M</i> (NRP 7185): pp. 22–25 <i>WorkWise: Math at Work</i> (NRP 2195): pp. 16–23			
<ul style="list-style-type: none"> Round multi-digit numbers to the thousands and ten thousands places and examine the values of the digits in each place. 	5.NBT.4	Use place value understanding to round decimals to any place. <i>Breakthrough to Math Level 2: 4 Decimal Fractions</i> (NRP 2979): pp. 43–45 <i>NRP Online Learning: Pre-HSE Mathematics</i> (NRP 7165): Unit 1, Lesson 3 <i>Pre-HSE Core Skills in Mathematics</i> (NRP 2881): pp. 20–22 <i>Scoreboost for TABE Level M: Math 1</i> (NRP 7119): pp. 28–29 <i>TABE Mastery Mathematics: Level M</i> (NRP 7185): pp. 50–53 <i>WorkWise: Math at Work</i> (NRP 2195): pp. 47–55			

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LEVEL M (AE–CCR LEVEL C)

TABE Skill Description	Standard	Description / Materials	Assigned	Completed	Proficiency
	4.NBT.5	<p>Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.</p> <p><i>Breakthrough to Math Level 1: 4 Multiplying Whole Numbers</i> (NRP 2970): pp. 13–32</p> <p><i>Scoreboost for TABE Level M: Math 1</i> (NRP 7119): pp. 11–13</p> <p><i>TABE Mastery Mathematics: Level M</i> (NRP 7185): pp. 26–29</p> <p><i>WorkWise: Math at Work</i> (NRP 2195): pp. 24–31</p>			
<ul style="list-style-type: none"> Use various strategies to multiply two-, three-, and four- digit numbers by one-, two-, and three-digit numbers. 	5.NBT.5	<p>Fluently multiply multi-digit whole numbers using the standard algorithm.</p> <p><i>Breakthrough to Math Level 1: 4 Multiplying Whole Numbers</i> (NRP 2970): pp. 13–32</p> <p><i>Scoreboost for TABE Level M: Math 1</i> (NRP 7119): pp. 11–13</p> <p><i>TABE Mastery Mathematics: Level M</i> (NRP 7185): pp. 26–29</p> <p><i>WorkWise: Math at Work</i> (NRP 2195): pp. 47–55</p>			
<ul style="list-style-type: none"> Use various strategies to divide two-, three-, and four- digit numbers by one- and two-digit numbers. 	4.NBT.6	<p>Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.</p> <p><i>Breakthrough to Math Level 1: 5 Dividing Whole Numbers</i> (NRP 2980): pp. 13–41</p> <p><i>Scoreboost for TABE Level M: Math 1</i> (NRP 7119): pp. 17–19</p> <p><i>TABE Mastery Mathematics: Level M</i> (NRP 7185): pp. 34–37</p> <p><i>WorkWise: Math at Work</i> (NRP 2195): pp. 24–31</p>			
<ul style="list-style-type: none"> Use various strategies for adding numbers with up to four digits. Use various strategies for adding numbers, including decimals, with up to six digits. Investigate the relationship between skip counting and multiplication and division. Use various strategies to multiply three- and four- digit numbers by one-digit numbers. 	5.NBT.7	<p>Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.</p> <p><i>Breakthrough to Math Level 2: 4 Decimal Fractions</i> (NRP 2979): pp. 13–42</p> <p><i>NRP Online Learning: Pre-HSE Mathematics</i> (NRP 7165): Unit 1, Lesson 4</p> <p><i>Pre-HSE Core Skills in Mathematics</i> (NRP 2881): pp. 24–26</p> <p><i>Scoreboost for TABE Level M: Math 1</i> (NRP 7119): pp. 30–33, 34–36, 37–39</p> <p><i>TABE Mastery Mathematics: Level M</i> (NRP 7185): pp. 54–65</p> <p><i>WorkWise: Math at Work</i> (NRP 2195): pp. 47–55</p>			

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LEVEL M (AE–CCR LEVEL C)

TABE Skill Description	Standard	Description / Materials	Assigned	Completed	Proficiency
OPERATIONS AND ALGEBRAIC THINKING					
<ul style="list-style-type: none"> Use expressions and equations to represent multiplicative relationships expressed in words. 	4.OA.1	<p>Interpret a multiplication equation as a comparison. Represent verbal statements of multiplicative comparisons as multiplication equations.</p> <p><i>Breakthrough to Math Level 1: 4 Multiplying Whole Numbers</i> (NRP 2970): pp. 7–8</p> <p><i>NRP Online Learning: Pre-HSE Mathematics</i> (NRP 7165): Unit 3, Lesson 1</p> <p><i>Pre-HSE Core Skills in Mathematics</i> (NRP 2881): pp. 55–57</p> <p><i>Scoreboost for TABE Level M: Math 3</i> (NRP 7121): pp. 7–10</p> <p><i>TABE Mastery Mathematics: Level M</i> (NRP 7185): pp. 176–179</p>			
<ul style="list-style-type: none"> Write and solve expressions and equations to represent real-world situations. Write and solve multi-step, real-world problems involving addition, subtraction, multiplication, division, and grouping symbols. Solve multi-step equations involving addition, subtraction, multiplication, division, and grouping symbols without context. 	5.OA.1	<p>Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.</p> <p><i>Breakthrough to Math Level 3: 1 Signed Numbers</i> (NRP 2986): pp. 22–23, 33–34</p> <p><i>NRP Online Learning: Pre-HSE Mathematics</i> (NRP 7165): Unit 4, Lesson 1</p> <p><i>Pre-HSE Core Skills in Mathematics</i> (NRP 2881): pp. 61, 63</p> <p><i>Scoreboost for TABE Level M: Math 3</i> (NRP 7121): pp. 4–6</p> <p><i>TABE Mastery Mathematics: Level M</i> (NRP 7185): pp. 172–175</p>			
<ul style="list-style-type: none"> Create, compare, and analyze multiple solution strategies and representations to investigate the relationship between multiplication and division of whole numbers. 	4.OA.2	<p>Multiply or divide to solve word problems involving multiplicative comparison, distinguishing multiplicative comparison from additive comparison.</p> <p><i>Breakthrough to Math Level 3: 3 Word Problems in Algebra</i> (NRP 2988): pp. 10–14, 24–31</p> <p><i>NRP Online Learning: Pre-HSE Mathematics</i> (NRP 7165): Unit 3, Lesson 1</p> <p><i>Pre-HSE Core Skills in Mathematics</i> (NRP 2881): pp. 55–57</p> <p><i>Scoreboost for TABE Level M: Math 3</i> (NRP 7121): pp. 7–10</p> <p><i>TABE Mastery Mathematics: Level M</i> (NRP 7185): pp. 176–179</p> <p><i>WorkWise: Math at Work</i> (NRP 2195): pp. 24–31</p>			

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LEVEL M (AE–CCR LEVEL C)

TABE Skill Description	Standard	Description / Materials	Assigned	Completed	Proficiency
<ul style="list-style-type: none"> Solve multi-step, real-world problems involving addition, subtraction, multiplication, and/or division of whole numbers while using visual representations to show the process. Write and use two-step equations involving addition, subtraction, multiplication, division, and grouping symbols that represent real-world situations. 	4.OA.3	<p>Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.</p> <p><i>Breakthrough to Math Level 3: 3 Word Problems in Algebra</i> (NRP 2988): pp. 10–14, 29–31</p> <p><i>NRP Online Learning: Pre-HSE Mathematics</i> (NRP 7165): Unit 3, Lesson 1</p> <p><i>Pre-HSE Core Skills in Mathematics</i> (NRP 2881): pp. 55–57</p> <p><i>Scoreboost for TABE Level M: Math 3</i> (NRP 7121): pp. 11–14</p> <p><i>TABE Mastery Mathematics: Level M</i> (NRP 7185): pp. 180–183</p> <p><i>WorkWise: Math at Work</i> (NRP 2195): pp. 24–31</p>			
<ul style="list-style-type: none"> Identify prime and composite numbers. 	4.OA.4	<p>Find all factor pairs for a whole number in the range 1–100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1–100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1–100 is prime or composite.</p> <p><i>Breakthrough to Math Level 3: 4 Exponents, Roots, and Polynomials</i> (NRP 2989): pp. 7–8</p> <p><i>NRP Online Learning: Pre-HSE Mathematics</i> (NRP 7165): Unit 1, Lesson 5</p> <p><i>Pre-HSE Core Skills in Mathematics</i> (NRP 2881): pp. 27–30</p> <p><i>Scoreboost for TABE Level M: Math 3</i> (NRP 7121): pp. 15–18</p> <p><i>TABE Mastery Mathematics: Level M</i> (NRP 7185): pp. 184–187</p>			
<ul style="list-style-type: none"> Create number patterns with addition rules to investigate how they relate to multiplication and division. 	4.OA.5	<p>Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself.</p> <p><i>Scoreboost for TABE Level M: Math 3</i> (NRP 7121): pp. 19–21</p> <p><i>TABE Mastery Mathematics: Level M</i> (NRP 7185): pp. 188–191</p>			

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LEVEL M (AE–CCR LEVEL C)

TABE Skill Description	Standard	Description / Materials	Assigned	Completed	Proficiency
GEOMETRY					
<ul style="list-style-type: none"> Recognize points, lines, line segments, angles, and parallel and perpendicular lines in polygons and in diagrams other than those of polygons. Recognize points, lines, line segments, and angles and their relationships to each other (e.g., a point lies on a line) when presented in polygons and diagrams. Recognize points, lines, line segments, angles, and parallel and perpendicular lines in the coordinate plane. 	4.G.1	<p>Draw points, lines, line segments, rays, angles (right, acute, obtuse); and perpendicular and parallel lines. Identify these in two-dimensional figures.</p> <p><i>Breakthrough to Math Level 4: 1 Lines and Angles</i> (NRP 2995): pp. 7–10 <i>NRP Online Learning: Pre-HSE Mathematics</i> (NRP 7165): Unit 5, Lesson 1 <i>Pre-HSE Core Skills in Mathematics</i> (NRP 2881): pp. 84–87 <i>Scoreboost for TABE Level M: Math 2</i> (NRP 7120): pp. 28–31 <i>TABE Mastery Mathematics: Level M</i> (NRP 7185): pp. 150–153</p>			
<ul style="list-style-type: none"> Draw polygons with vertices at whole number coordinates in the coordinate plane. Identify coordinates of points and plot points with whole number coordinates in the first quadrant of the coordinate plane. Name parts of ordered pairs and what they describe (e.g., x-coordinate, y-coordinate) 	5.G.1	<p>Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates. Understand that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond.</p> <p><i>Breakthrough to Math Level 3: 5 Algebraic Graphs</i> (NRP 2990): pp. 7–12, 16–18 <i>NRP Online Learning: Pre-HSE Mathematics</i> (NRP 7165): Unit 5, Lesson 2 <i>Pre-HSE Core Skills in Mathematics</i> (NRP 2881): pp. 89–90 <i>Scoreboost for TABE Level M: Math 2</i> (NRP 7120): pp. 40–43 <i>TABE Mastery Mathematics: Level M</i> (NRP 7185): pp. 162–167</p>			
<ul style="list-style-type: none"> Distinguish common and non-common attributes of pairs or groups of shapes. Distinguish common and non-common attributes of pairs or groups of shapes using pictures, diagrams, and words. 	5.G.3	<p>Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category.</p> <p><i>Breakthrough to Math Level 4: 2 Triangles and Quadrangles</i> (NRP 2996): pp. 24–27 <i>NRP Online Learning: Pre-HSE Mathematics</i> (NRP 7165): Unit 5, Lesson 1 <i>Pre-HSE Core Skills in Mathematics</i> (NRP 2881): pp. 86–87 <i>Scoreboost for TABE Level M: Math 2</i> (NRP 7120): pp. 32–35 <i>TABE Mastery Mathematics: Level M</i> (NRP 7185): pp. 154–157 <i>WorkWise: Math at Work</i> (NRP 2195): pp. 68–76</p>			

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LEVEL M (AE–CCR LEVEL C)

TABE Skill Description	Standard	Description / Materials	Assigned	Completed	Proficiency
<ul style="list-style-type: none"> Identify and create nets for given prisms and pyramids. 	6.G.4	<p>Represent three-dimensional figures using nets made up of rectangles and triangles, and use the nets to find the surface area of these figures. Apply these techniques in the context of solving real-world and mathematical problems.</p> <p><i>Scoreboost for TABE Level M: Math 2</i> (NRP 7120): pp. 36–39 <i>TABE Mastery Mathematics: Level M</i> (NRP 7185): pp. 158–161 <i>WorkWise: Math at Work</i> (NRP 2195): pp. 68–76</p>			
EXPRESSIONS AND EQUATIONS					
	6.EE.2	<p>Write, read, and evaluate expressions in which letters stand for numbers.</p> <p><i>Breakthrough to Math Level 3: 2 Solving Equations</i> (NRP 2987): pp. 7–9, 12–18 <i>Breakthrough to Math Level 3: 3 Word Problems in Algebra</i> (NRP 2988): pp. 7–9 <i>Breakthrough to Math Level 3: 4 Exponents, Roots, and Polynomials</i> (NRP 2989): pp. 7–8, 16–17 <i>Math Sense 2: Focus on Problem Solving</i> (NRP 2692): pp. 34, 42, 44, 46, 58, 94 <i>NRP Online Learning: Pre-HSE Mathematics</i> (NRP 7165): Unit 4, Lesson 1 <i>Pre-HSE Core Skills in Mathematics</i> (NRP 2881): pp. 61–63 <i>Scoreboost for TABE Level M: Math 3</i> (NRP 7121): pp. 24–27 <i>TABE Mastery Mathematics: Level M</i> (NRP 7185): pp. 196–201</p>			
<ul style="list-style-type: none"> Write simple expressions and equations to represent real-world situations. Solve one- and two-step equations involving addition, subtraction, multiplication, and/or division of whole numbers while using visual representations to show the process. 		<p>a. Write expressions that record operations with numbers and with letters standing for numbers. For example, express the calculation Subtract y from 5 as $5 - y$.</p> <p><i>Breakthrough to Math Level 3: 2 Solving Equations</i> (NRP 2987): pp. 7–9 <i>Breakthrough to Math Level 3: 4 Exponents, Roots, and Polynomials</i> (NRP 2989): pp. 16–17 <i>Math Sense 2: Focus on Problem Solving</i> (NRP 2692): p. 42 <i>NRP Online Learning: Pre-HSE Mathematics</i> (NRP 7165): Unit 4, Lesson 1 <i>Pre-HSE Core Skills in Mathematics</i> (NRP 2881): pp. 61–63 <i>Scoreboost for TABE Level M: Math 3</i> (NRP 7121): pp. 24 <i>TABE Mastery Mathematics: Level M</i> (NRP 7185): pp. 196–201</p>			

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LEVEL M (AE–CCR LEVEL C)

TABE Skill Description	Standard	Description / Materials	Assigned	Completed	Proficiency
<ul style="list-style-type: none"> Identify and name parts of expressions and equations (e.g., terms, coefficient, variable, etc.). 	6.EE.2 (cont.)	b. Identify parts of an expression using mathematical terms (sum, term, product, factor, quotient, coefficient); view one or more parts of an expression as a single entity. For example, describe the expression $2(8 + 7)$ as a product of two factors; view $(8 + 7)$ as both a single entity and a sum of two terms. <i>Breakthrough to Math Level 3: 2 Solving Equations</i> (NRP 2987): pp. 7–9 <i>Breakthrough to Math Level 3: 4 Exponents, Roots, and Polynomials</i> (NRP 2989): pp. 16–17 <i>Math Sense 2: Focus on Problem Solving</i> (NRP 2692): p. 42 <i>NRP Online Learning: Pre-HSE Mathematics</i> (NRP 7165): Unit 4, Lesson 1 <i>Pre-HSE Core Skills in Mathematics</i> (NRP 2881): pp. 61–63 <i>Scoreboost for TABE Level M: Math 3</i> (NRP 7121): pp. 24–27 <i>TABE Mastery Mathematics: Level M</i> (NRP 7185): pp. 196–201			
	6.EE.3	Apply the properties of operations to generate equivalent expressions. <i>Breakthrough to Math Level 3: 2 Solving Equations</i> (NRP 2987): pp. 14–15, 27–29 <i>Math Sense 2: Focus on Problem Solving</i> (NRP 2692): pp. 24, 34, 46, 96 <i>Scoreboost for TABE Level M: Math 3</i> (NRP 7121): pp. 31–33 <i>TABE Mastery Mathematics: Level M</i> (NRP 7185): pp. 206–209			
	6.EE.4	Identify when two expressions are equivalent (i.e., when the two expressions name the same number regardless of which value is substituted into them). <i>Math Sense 2: Focus on Problem Solving</i> (NRP 2692): pp. 44, 46 <i>Scoreboost for TABE Level M: Math 3</i> (NRP 7121): pp. 31–33 <i>TABE Mastery Mathematics: Level M</i> (NRP 7185): pp. 206–209			
<ul style="list-style-type: none"> Solve multi-step equations involving addition, subtraction, multiplication, and division of rational numbers. Use properties of addition and multiplication to justify steps in solving an equation. Write and solve multi-step equations involving addition, subtraction, multiplication, division, the distributive property, and exponents (squares and cubes) with rational numbers. 	6.EE.5	Understand solving an equation or inequality as a process of answering a question: which values from a specified set, if any, make the equation or inequality true? Use substitution to determine whether a given number in a specified set makes an equation or inequality true. <i>Breakthrough to Math Level 3: 2 Solving Equations</i> (NRP 2987): pp. 19–23 <i>Math Sense 2: Focus on Problem Solving</i> (NRP 2692): pp. 60, 62, 72 <i>NRP Online Learning: Pre-HSE Mathematics</i> (NRP 7165): Unit 4, Lessons 2, 3 <i>Pre-HSE Core Skills in Mathematics</i> (NRP 2881): pp. 64–71 <i>Scoreboost for TABE Level M: Math 3</i> (NRP 7121): pp. 34–36 <i>TABE Mastery Mathematics: Level M</i> (NRP 7185): pp. 210–213			

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LEVEL M (AE–CCR LEVEL C)

TABE Skill Description	Standard	Description / Materials	Assigned	Completed	Proficiency
<ul style="list-style-type: none"> Write and solve expressions and equations to represent verbal descriptions (e.g., the product of twice a number, n, and 6) and real-world situations. Write and solve expressions and equations involving the distributive property or combining like terms. 	6.EE.6	<p>Use variables to represent numbers and write expressions when solving a real-world or mathematical problem; understand that a variable can represent an unknown number, or, depending on the purpose at hand, any number in a specified set.</p> <p><i>Breakthrough to Math Level 3: 3 Word Problems in Algebra</i> (NRP 2988): pp. 10–14</p> <p><i>Math Sense 2: Focus on Problem Solving</i> (NRP 2692): pp. 42, 58, 80</p> <p><i>NRP Online Learning: Pre-HSE Mathematics</i> (NRP 7165): Unit 4, Lesson 1</p> <p><i>Pre-HSE Core Skills in Mathematics</i> (NRP 2881): p. 63</p> <p><i>Scoreboost for TABE Level M: Math 3</i> (NRP 7121): pp. 28–30</p> <p><i>TABE Mastery Mathematics: Level M</i> (NRP 7185): pp. 202–205</p>			
<ul style="list-style-type: none"> Use inverse operations to show steps in solving equations. 	6.EE.7	<p>Solve real-world and mathematical problems by writing and solving equations of the form $x + p = q$ and $px = q$ for cases in which p, q and x are all nonnegative rational numbers.</p> <p><i>Breakthrough to Math Level 3: 3 Word Problems in Algebra</i> (NRP 2988): pp. 10–14</p> <p><i>Math Sense 2: Focus on Problem Solving</i> (NRP 2692): pp. 60, 62, 80</p> <p><i>NRP Online Learning: Pre-HSE Mathematics</i> (NRP 7165): Unit 4, Lesson 5</p> <p><i>Pre-HSE Core Skills in Mathematics</i> (NRP 2881): pp. 76–77, 79</p> <p><i>Scoreboost for TABE Level M: Math 3</i> (NRP 7121): pp. 37–40</p> <p><i>TABE Mastery Mathematics: Level M</i> (NRP 7185): pp. 214–217</p>			
	6.EE.8	<p>Write an inequality of the form $x > c$ or $x < c$ to represent a constraint or condition in a real-world or mathematical problem. Recognize that inequalities of the form $x > c$ or $x < c$ have infinitely many solutions; represent solutions of such inequalities on number line diagrams.</p> <p><i>Math Sense 2: Focus on Problem Solving</i> (NRP 2692): pp. 70, 72, 92</p> <p><i>NRP Online Learning: Pre-HSE Mathematics</i> (NRP 7165): Unit 4, Lessons 3, 5</p> <p><i>Pre-HSE Core Skills in Mathematics</i> (NRP 2881): pp. 68–71, 77–79</p> <p><i>Scoreboost for TABE Level M: Math 3</i> (NRP 7121): pp. 41–43</p> <p><i>TABE Mastery Mathematics: Level M</i> (NRP 7185): pp. 218–221</p>			

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LEVEL M (AE–CCR LEVEL C)

TABE Skill Description	Standard	Description / Materials	Assigned	Completed	Proficiency
	6.EE.9	<p>Use variables to represent two quantities in a real-world problem that change in relationship to one another; write an equation to express one quantity, thought of as the dependent variable, in terms of the other quantity, thought of as the independent variable. Analyze the relationship between the dependent and independent variables using graphs and tables, and relate these to the equation.</p> <p><i>Math Sense 2: Focus on Problem Solving</i> (NRP 2692): pp. 86, 88, 90, 96, 146 <i>NRP Online Learning: Pre-HSE Mathematics</i> (NRP 7165): Unit 4, Lesson 4 <i>Pre-HSE Core Skills in Mathematics</i> (NRP 2881): pp. 72–75 <i>Scoreboost for TABE Level M: Math 3</i> (NRP 7121): pp. 44–46; pp. 47–50 <i>TABE Mastery Mathematics: Level M</i> (NRP 7185): pp. 222–229</p>			
RATIOS AND PROPORTIONAL RELATIONSHIPS					
	6.RP.2	<p>Understand the concept of a unit rate a/b associated with a ratio $a:b$ with b not equal to 0, and use rate language in the context of a ratio relationship.</p> <p><i>Breakthrough to Math Level 3: 3 Word Problems in Algebra</i> (NRP 2988): pp. 20–23 <i>Math Sense 1: Focus on Operations</i> (NRP 2691): pp. 108 <i>NRP Online Learning: Pre-HSE Mathematics</i> (NRP 7165): Unit 2, Lesson 1 <i>Pre-HSE Core Skills in Mathematics</i> (NRP 2881): pp. 44, 46–47 <i>Scoreboost for TABE Level M: Math 2</i> (NRP 7120): pp. 23–25 <i>TABE Mastery Mathematics: Level M</i> (NRP 7185): pp. 142–145</p>			
THE NUMBER SYSTEM					
	6.NS.1	<p>Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions.</p> <p><i>Breakthrough to Math Level 2: 3 Multiplying and Dividing Fractions</i> (NRP 2978): pp. 25, 28 <i>Math Sense 1: Focus on Operations</i> (NRP 2691): pp. 90 <i>Scoreboost for TABE Level M: Math 1</i> (NRP 7119): pp. 62–64 <i>TABE Mastery Mathematics: Level M</i> (NRP 7185): pp. 104–107</p>			

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LEVEL M (AE–CCR LEVEL C)

TABE Skill Description	Standard	Description / Materials	Assigned	Completed	Proficiency
	6.NS.2	<p>Fluently divide multi-digit numbers using the standard algorithm.</p> <p><i>Breakthrough to Math Level 1: 5 Dividing Whole Numbers</i> (NRP 2980): pp. 42–49</p> <p><i>Math Sense 1: Focus on Operations</i> (NRP 2691): pp. 24, 54</p> <p><i>Scoreboost for TABE Level M: Math 1</i> (NRP 7119): pp. 17–19</p> <p><i>TABE Mastery Mathematics: Level M</i> (NRP 7185): pp. 34–37</p> <p><i>WorkWise: Math at Work</i> (NRP 2195): pp. 16–23, 24–31</p>			
	6.NS.4	<p>Find the greatest common factor of two whole numbers less than or equal to 100 and the least common multiple of two whole numbers less than or equal to 12. Use the distributive property to express a sum of two whole numbers 1–100 with a common factor as a multiple of a sum of two whole numbers with no common factor.</p> <p><i>Breakthrough to Math Level 2: 1 Understanding and Comparing Fractions</i> (NRP 2976): pp. 37–40</p> <p><i>Math Sense 1: Focus on Operations</i> (NRP 2691): pp. 78, 80</p> <p><i>Math Sense 2: Focus on Problem Solving</i> (NRP 2692): pp. 24</p> <p><i>NRP Online Learning: Pre-HSE Mathematics</i> (NRP 7165): Unit 1, Lesson 5</p> <p><i>Pre-HSE Core Skills in Mathematics</i> (NRP 2881): pp. 27–30</p> <p><i>Scoreboost for TABE Level M: Math 1</i> (NRP 7119): pp. 14–16</p> <p><i>TABE Mastery Mathematics: Level M</i> (NRP 7185): pp. 30–33</p> <p><i>WorkWise: Math at Work</i> (NRP 2195): pp. 39–46</p>			

Student _____

Instructor/Class _____

MATHEMATICS					
LEVEL D (AE–CCR LEVEL D)					
TABE Skill Description	Standard	Description / Materials	Assigned	Completed	Proficiency
GEOMETRY					
<ul style="list-style-type: none"> Plot points and draw polygons with integer coordinates in the coordinate plane. 	7.G.1	<p>Solve problems involving scale drawings of geometric figures, including computing actual lengths and areas from a scale drawing and reproducing a scale drawing at a different scale.</p> <p><i>Math Sense 1: Focus on Operations</i> (NRP 2691): pp. 118–119 <i>Math Sense 2: Focus on Problem Solving</i> (NRP 2692): pp. 108–111, 114–115, 162–163 <i>Scoreboost for TABE Level D: Math 3</i> (NRP 7126): pp. 4–7 <i>TABE Mastery Mathematics: Level D</i> (NRP 7188): pp. 178–183</p>			
<ul style="list-style-type: none"> Explore the effects of simple transformations (90 or 180 degree rotations, reflections, and translations) on common plane figures. 	8.G.2	<p>Understand that a two-dimensional figure is congruent to another if the second can be obtained from the first by a sequence of rotations, reflections, and translations; given two congruent figures, describe a sequence that exhibits the congruence between them.</p> <p><i>NRP Online Learning: Pre-HSE Mathematics</i> (NRP 7165): Unit 5, Lesson 3 <i>Pre-HSE Core Skills in Mathematics</i> (NRP 2881): pp. 95 <i>Scoreboost for TABE Level D: Math 3</i> (NRP 7126): pp. 8–11 <i>TABE Mastery Mathematics: Level D</i> (NRP 7188): pp. 184–187</p>			
<ul style="list-style-type: none"> Use the formulas for the area and circumference of circles to solve problems. 	7.G.4	<p>Know the formulas for the area and circumference of a circle and use them to solve problems; give an informal derivation of the relationship between the circumference and area of a circle.</p> <p><i>Math Sense 2: Focus on Problem Solving</i> (NRP 2692): pp. 126–127 <i>NRP Online Learning: Pre-HSE Mathematics</i> (NRP 7165): Unit 5, Lesson 4 <i>Pre-HSE Core Skills in Mathematics</i> (NRP 2881): pp. 99, 100, 101 <i>Scoreboost for TABE Level D: Math 3</i> (NRP 7126): pp. 22–26 <i>TABE Mastery Mathematics: Level D</i> (NRP 7188): pp. 200–205</p>			

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LEVEL D (AE–CCR LEVEL D)

TABE Skill Description	Standard	Description / Materials	Assigned	Completed	Proficiency
<ul style="list-style-type: none"> Explore the effects of simple series of transformations on common figures on and off the coordinate plane. 	8.G.4	<p>Understand that a two-dimensional figure is similar to another if the second can be obtained from the first by a sequence of rotations, reflections, translations, and dilations; given two similar two-dimensional figures, describe a sequence that exhibits the similarity between them.</p> <p><i>Scoreboost for TABE Level D: Math 3</i> (NRP 7126): pp. 12–15 <i>TABE Mastery Mathematics: Level D</i> (NRP 7188): pp. 188–193</p>			
<ul style="list-style-type: none"> Write and solve simple, single-step equations to find unknown angle measures in given diagrams. 	7.G.5	<p>Use facts about supplementary, complementary, vertical, and adjacent angles in a multi-step problem to write and solve simple equations for an unknown angle in a figure.</p> <p><i>Math Sense 2: Focus on Problem Solving</i> (NRP 2692): pp. 106–107 <i>NRP Online Learning: Pre-HSE Mathematics</i> (NRP 7165): Unit 5, Lesson 3 <i>Pre-HSE Core Skills in Mathematics</i> (NRP 2881): pp. 94, 95, 96, 97 <i>Scoreboost for TABE Level D: Math 3</i> (NRP 7126): pp. 16–19 <i>TABE Mastery Mathematics: Level D</i> (NRP 7188): pp. 194–197</p>			
<ul style="list-style-type: none"> Solve problems involving adding and subtracting areas of rectangles. Solve problems involving adding and subtracting areas of rectangles with fractional side lengths. 	7.G.6	<p>Solve real-world and mathematical problems involving area, volume and surface area of two- and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms.</p> <p><i>Math Sense 2: Focus on Problem Solving</i> (NRP 2692): pp. 122–137 <i>NRP Online Learning: Pre-HSE Mathematics</i> (NRP 7165): Unit 5, Lessons 4, 5 <i>Pre-HSE Core Skills in Mathematics</i> (NRP 2881): pp. 99, 100, 101, 103, 104, 105 <i>Scoreboost for TABE Level D: Math 3</i> (NRP 7126): pp. 22–26, 27–30, 31–33 <i>TABE Mastery Mathematics: Level D</i> (NRP 7188): pp. 200–217</p>			
<ul style="list-style-type: none"> Use the Pythagorean theorem to find missing side lengths of right triangles both on and off the coordinate plane. 	8.G.7	<p>Apply the Pythagorean Theorem to determine unknown side lengths in right triangles in real-world and mathematical problems in two and three dimensions.</p> <p><i>Math Sense 2: Focus on Problem Solving</i> (NRP 2692): pp. 112–113 <i>Scoreboost for TABE Level D: Math 3</i> (NRP 7126): pp. 34–37 <i>TABE Mastery Mathematics: Level D</i> (NRP 7188): pp. 218–221</p>			
<ul style="list-style-type: none"> Recognize and use right triangles drawn in the coordinate plane to solve problems. Recognize when to use (and use) the Pythagorean theorem to find the lengths of line segments on the coordinate plane. 	8.G.8	<p>Apply the Pythagorean Theorem to find the distance between two points in a coordinate system.</p> <p><i>Math Sense 2: Focus on Problem Solving</i> (NRP 2692): pp. 160–163 <i>Scoreboost for TABE Level D: Math 3</i> (NRP 7126): pp. 38–41 <i>TABE Mastery Mathematics: Level D</i> (NRP 7188): pp. 222–225</p>			

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LEVEL D (AE–CCR LEVEL D)

TABE Skill Description	Standard	Description / Materials	Assigned	Completed	Proficiency
EXPRESSIONS AND EQUATIONS					
	8.EE.1	<p>Know and apply the properties of integer exponents to generate equivalent numerical expressions.</p> <p><i>Math Sense 2: Focus on Problem Solving</i> (NRP 2692): pp. 32–33, 48–51 <i>NRP Online Learning: Pre-HSE Mathematics</i> (NRP 7165): Unit, Lesson 1 <i>Pre-HSE Core Skills in Mathematics</i> (NRP 2881): p. 61 <i>Pre-HSE Workbook, Math 1: Whole Numbers, Decimals, Fractions, Percents, and Measurement</i> (NRP 2644): pp. 20–21 <i>Pre-HSE Workbook, Math 2: Algebraic Thinking, Data Analysis, and Probability</i> (NRP 2645): pp. 16–17 <i>Scoreboost for TABE Level D: Math 2</i> (NRP 7125): pp. 53–56 <i>TABE Mastery Mathematics: Level D</i> (NRP 7188): pp. 150–153</p>			
	7.EE.2	<p>Understand that rewriting an expression in different forms in a problem context can shed light on the problem and how the quantities in it are related.</p> <p><i>Math Sense 2: Focus on Problem Solving</i> (NRP 2692): pp. 46–47, 74–75, 80–81 <i>NRP Online Learning: Pre-HSE Mathematics</i> (NRP 7165): Unit 4, Lessons 1, 2, 3, 5 <i>Pre-HSE Core Skills in Mathematics</i> (NRP 2881): pp. 61, 64, 65, 66, 68, 69, 70, 76, 77, 78 <i>Scoreboost for TABE Level D: Math 2</i> (NRP 7125): pp. 39–40 <i>TABE Mastery Mathematics: Level D</i> (NRP 7188): pp. 134–137</p>			
<ul style="list-style-type: none"> Solve equations involving square and cube roots of perfect squares and cubes. 	8.EE.2	<p>Use square root and cube root symbols to represent solutions to equations of the form $x^2 = p$ and $x^3 = p$, where p is a positive rational number. Evaluate square roots of small perfect squares and cube roots of small perfect cubes. Know that $\sqrt{2}$ is irrational.</p> <p><i>Math Sense 2: Focus on Problem Solving</i> (NRP 2692): pp. 32–33, 54–55 <i>Pre-HSE Workbook, Math 1: Whole Numbers, Decimals, Fractions, Percents, and Measurement</i> (NRP 2644): pp. 20–21 <i>Scoreboost for TABE Level D: Math 2</i> (NRP 7125): pp. 57–58 <i>TABE Mastery Mathematics: Level D</i> (NRP 7188): pp. 154–157</p>			

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LEVEL D (AE–CCR LEVEL D)

TABE Skill Description	Standard	Description / Materials	Assigned	Completed	Proficiency
<ul style="list-style-type: none"> Use properties of operations and exponents to justify steps in solving an equation. 	7.EE.3	<p>Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form, using tools strategically. Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies.</p> <p><i>Math Sense 1: Focus on Operations</i> (NRP 2691): pp. 26–29, 32–33, 48–49, 58–59, 62–63, 94–95, 110–111, 118–119, 130–133, 138–139</p> <p><i>Math Sense 2: Focus on Problem Solving</i> (NRP 2692): pp. 74–75, 80–97, 136–137</p> <p><i>NRP Online Learning: Pre-HSE Mathematics</i> (NRP 7165): Unit 1, Lesson 7; Unit 2, Lessons 1, 2; Unit 3, Lesson 1; Unit 4, Lessons 5; Unit 5, Lessons 4, 5; Unit 6, Lesson 4</p> <p><i>Pre-HSE Core Skills in Mathematics</i> (NRP 2881): pp. 35, 36, 37, 38, 45, 46, 48, 49, 54, 55, 56, 76, 77, 78, 101, 104, 105, 123 124, 125</p> <p><i>Scoreboost for TABE Level D: Math 2</i> (NRP 7125): pp. 41–44</p> <p><i>TABE Mastery Mathematics: Level D</i> (NRP 7188): pp. 138–141</p>			
<ul style="list-style-type: none"> Express very large and very small numbers in scientific notation. 	8.EE.3	<p>Use numbers expressed in the form of a single digit times an integer power of 10 to estimate very large or very small quantities, and to express how many times as much one is than the other.</p> <p><i>Math Sense 2: Focus on Problem Solving</i> (NRP 2692): pp. 52–53</p> <p><i>Scoreboost for TABE Level D: Math 2</i> (NRP 7125): pp. 59–60</p> <p><i>TABE Mastery Mathematics: Level D</i> (NRP 7188): pp. 158–161</p>			

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LEVEL D (AE–CCR LEVEL D)

TABE Skill Description	Standard	Description / Materials	Assigned	Completed	Proficiency
<ul style="list-style-type: none"> Write or solve expressions and equations involving the distributive property and combining like terms. Write and solve linear equations and inequalities involving rational numbers in any form (e.g., fractions, decimals) and requiring the use of the distributive property and/or combining like terms. 	7.EE.4	Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities. <i>Math Sense 2: Focus on Problem Solving</i> (NRP 2692): pp. 64–73, 80–91 <i>NRP Online Learning: Pre-HSE Mathematics</i> (NRP 7165): Unit 4, Lessons 2, 3, 4, 5; Unit 5, Lessons 4, 5 <i>Pre-HSE Core Skills in Mathematics</i> (NRP 2881): pp. 64, 65, 66, 68, 69, 70, 72, 73, 74, 76, 77, 78, 99, 100, 101, 103, 104, 105 <i>Scoreboost for TABE Level D: Math 2</i> (NRP 7125): pp. 45–48, 49–52 <i>TABE Mastery Mathematics: Level D</i> (NRP 7188): pp. 142–149			
<ul style="list-style-type: none"> Write linear equations to represent real-world situations. Write linear equations involving rational numbers in any form (e.g., fractions, decimals) to represent real-world situations. 		a. Solve word problems leading to equations of the form $px + q = r$ and $p(x + q) = r$, where p , q , and r are specific rational numbers. Solve equations of these forms fluently. Compare an algebraic solution to an arithmetic solution, identifying the sequence of the operations used in each approach. For example, the perimeter of a rectangle is 54 cm. Its length is 6 cm. What is its width? <i>Math Sense 2: Focus on Problem Solving</i> (NRP 2692): pp. 68, 80–83 <i>NRP Online Learning: Pre-HSE Mathematics</i> (NRP 7165): Unit 6, Lesson 4 <i>Pre-HSE Core Skills in Mathematics</i> (NRP 2881): pp. 65, 76–78 <i>Scoreboost for TABE Level D: Math 2</i> (NRP 7125): pp. 45–52 <i>TABE Mastery Mathematics: Level D</i> (NRP 7188): pp. 143–144			
<ul style="list-style-type: none"> Represent equations of lines by graphing them on the coordinate plane. Identify graphs of linear equations, including those represented by equations and word descriptions of real-world situations. Create graphs of linear equations, including those represented by equations and word descriptions of real-world situations, using appropriate axis labels and scales. 	8.EE.5	Graph proportional relationships, interpreting the unit rate as the slope of the graph. Compare two different proportional relationships represented in different ways. <i>Math Sense 2: Focus on Problem Solving</i> (NRP 2692): pp. 150–155 <i>Math Sense 3: Focus on Analysis</i> (NRP 2693): pp. 26–27, 106–109 <i>NRP Online Learning: Pre-HSE Mathematics</i> (NRP 7165): Unit 2, Lesson 1 <i>Pre-HSE Core Skills in Mathematics</i> (NRP 2881): p. 125 <i>Scoreboost for TABE Level D: Math 2</i> (NRP 7125): pp. 61–64 <i>TABE Mastery Mathematics: Level D</i> (NRP 7188): pp. 162–167			

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LEVEL D (AE–CCR LEVEL D)

TABE Skill Description	Standard	Description / Materials	Assigned	Completed	Proficiency
	8.EE.8	Analyze and solve pairs of simultaneous linear equations. <i>Math Sense 3: Focus on Analysis</i> (NRP 2693): pp. 76–83 <i>Scoreboost for TABE Level D: Math 2</i> (NRP 7125): pp. 65–70 <i>TABE Mastery Mathematics: Level D</i> (NRP 7188): pp. 168–173			
• Graph systems of linear equations and find the point of intersection to approximate the solution.		a. Understand that solutions to a system of two linear equations in two variables correspond to points of intersection of their graphs, because points of intersection satisfy both equations simultaneously. <i>Math Sense 3: Focus on Analysis</i> (NRP 2693): pp. 76–77 <i>Scoreboost for TABE Level D: Math 2</i> (NRP 7125): pp. 65–70 <i>TABE Mastery Mathematics: Level D</i> (NRP 7188): pp. 168–173			
• Write and solve systems of equations to represent real-world situations.		c. Solve real-world and mathematical problems leading to two linear equations in two variables. For example, given coordinates for two pairs of points, determine whether the line through the first pair of points intersects the line through the second pair. <i>Math Sense 3: Focus on Analysis</i> (NRP 2693): pp. 76–77 <i>Scoreboost for TABE Level D: Math 2</i> (NRP 7125): pp. 65–70 <i>TABE Mastery Mathematics: Level D</i> (NRP 7188): pp. 168–173			
RATIOS AND PROPORTIONAL RELATIONSHIPS					
	7.RP.1	Compute unit rates associated with ratios of fractions, including ratios of lengths, areas and other quantities measured in like or different units. <i>Math Sense 2: Focus on Problem Solving</i> (NRP 2692): pp. 62–63 <i>Math Sense 3: Focus on Analysis</i> (NRP 2693): pp. 130–131 <i>Pre-HSE Core Skills in Mathematics</i> (NRP 2881): pp. 44, 45, 46 <i>Scoreboost for TABE Level D: Math 2</i> (NRP 7125): pp. 14–17 <i>TABE Mastery Mathematics: Level D</i> (NRP 7188): pp. 110–113			

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LEVEL D (AE–CCR LEVEL D)

TABE Skill Description	Standard	Description / Materials	Assigned	Completed	Proficiency
	7.RP.2	Recognize and represent proportional relationships between quantities. <i>Math Sense 1: Focus on Operations</i> (NRP 2691): pp. 108–113, 118–119 <i>Math Sense 2: Focus on Problem Solving</i> (NRP 2692): pp. 86–87, 90–91, 94–97, 114–117, 150–151, 154–155 <i>Math Sense 3: Focus on Analysis</i> (NRP 2693): pp. 26–27, 44–45, 98–99 <i>NRP Online Learning: Pre-HSE Mathematics</i> (NRP 7165): Unit 2, Lesson 1 <i>Pre-HSE Core Skills in Mathematics</i> (NRP 2881): pp. 44, 45, 46 <i>Scoreboost for TABE Level D: Math 2</i> (NRP 7125): pp. 4–8, 9–13, 18–19 <i>TABE Mastery Mathematics: Level D</i> (NRP 7188): pp. 98–109, 114–117			
<ul style="list-style-type: none"> Identify the constant of proportionality (or unit rate) associated with ratios of whole numbers. Identify the constant of proportionality (or unit rate) associated with ratios of whole numbers and fractions. 		b. Identify the constant of proportionality (unit rate) in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships. <i>Math Sense 1: Focus on Operations</i> (NRP 2691): pp. 108, 114 118 <i>Math Sense 3: Focus on Analysis</i> (NRP 2693): pp. 8, 20, 22, 24, 26 <i>Scoreboost for TABE Level D: Math 2</i> (NRP 7125): pp. 4–8, 9–13, 18–19			
<ul style="list-style-type: none"> Interpret the meaning of a point on the graph of a proportional relationship in context. 		d. Explain what a point (x, y) on the graph of a proportional relationship means in terms of the situation, with special attention to the points $(0, 0)$ and $(1, r)$ where r is the unit rate. <i>Math Sense 2: Focus on Problem Solving</i> (NRP 2692): pp. 150–151, 154–155 <i>Scoreboost for TABE Level D: Math 2</i> (NRP 7125): pp. 4–8, 9–13 <i>TABE Mastery Mathematics: Level D</i> (NRP 7188): pp. 98–109, 114–117			

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LEVEL D (AE–CCR LEVEL D)

TABE Skill Description	Standard	Description / Materials	Assigned	Completed	Proficiency
<ul style="list-style-type: none"> Use ratio language to describe a ratio relationship between two quantities. 	6.RP.3	<p>Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations.</p> <p><i>Math Sense 1: Focus on Operations</i> (NRP 2691): pp. 58–59, 108–109, 112–113, 122–141, 146–161</p> <p><i>Math Sense 2: Focus on Problem Solving</i> (NRP 2692): pp. 62–63, 67, 86–87, 90–91, 146–147</p> <p><i>Math Sense 3: Focus on Analysis</i> (NRP 2693): pp. 22–23, 26–27, 42–45, 106–109</p> <p><i>NRP Online Learning: Pre-HSE Mathematics</i> (NRP 7165): Unit 2, Lessons 1, 2; Unit 6, Lesson 3</p> <p><i>Pre-HSE Core Skills in Mathematics</i> (NRP 2881): pp. 44, 45, 46, 48, 49, 50, 119, 120, 121</p> <p><i>Scoreboost for TABE Level D: Math 2</i> (NRP 7125): pp. 4–8, 9–13, 14–17, 20–22, 23–28</p> <p><i>TABE Mastery Mathematics: Level D</i> (NRP 7188): pp. 98–113, 118–125</p>			
<ul style="list-style-type: none"> Find missing values of tables with equivalent ratios. Find missing values in tables that represent proportional relationships with context. Plot pairs of values from tables on a coordinate grid. Plot pairs of values from tables on a coordinate grid to represent real-world, proportional relationships. 		<p>a. Make tables of equivalent ratios relating quantities with whole-number measurements, find missing values in the tables, and plot the pairs of values on the coordinate plane. Use tables to compare ratios.</p> <p><i>Math Sense 1: Focus on Operations</i> (NRP 2691): pp. 108–109</p> <p><i>Math Sense 2: Focus on Problem Solving</i> (NRP 2692): pp. 146–147</p> <p><i>Math Sense 3: Focus on Analysis</i> (NRP 2693): pp. 106–109</p> <p><i>Scoreboost for TABE Level D: Math 2</i> (NRP 7125): pp. 4–8, 9–13</p> <p><i>TABE Mastery Mathematics: Level D</i> (NRP 7188): pp. 98–113</p>			
<ul style="list-style-type: none"> Use proportional relationships to solve simple problems (e.g., gratuities, fees, tax, commissions, etc.). 	7.RP.3	<p>Use proportional relationships to solve multistep ratio and percent problems.</p> <p><i>Math Sense 1: Focus on Operations</i> (NRP 2691): pp. 130–133, 136–139</p> <p><i>Math Sense 3: Focus on Analysis</i> (NRP 2693): pp. 48–49</p> <p><i>NRP Online Learning: Pre-HSE Mathematics</i> (NRP 7165): Unit 2, Lesson 2</p> <p><i>Pre-HSE Core Skills in Mathematics</i> (NRP 2881): pp. 48, 49</p> <p><i>Scoreboost for TABE Level D: Math 2</i> (NRP 7125): pp. 29–34</p> <p><i>TABE Mastery Mathematics: Level D</i> (NRP 7188): pp. 126–129</p>			

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LEVEL D (AE–CCR LEVEL D)

TABE Skill Description	Standard	Description / Materials	Assigned	Completed	Proficiency
STATISTICS AND PROBABILITY					
<ul style="list-style-type: none"> Describe patterns of association between two quantities represented in scatter plots of bivariate data (e.g., linear, increasing, outliers, clustering, etc.). 	8.SP.1	<p>Construct and interpret scatter plots for bivariate measurement data to investigate patterns of association between two quantities. Describe patterns such as clustering, outliers, positive or negative association, linear association, and nonlinear association.</p> <p><i>Math Sense 3: Focus on Analysis</i> (NRP 2693): pp. 24–25 <i>NRP Online Learning: Pre-HSE Mathematics</i> (NRP 7165): Unit 6, Lesson 4 <i>Pre-HSE Workbook, Math 2: Algebraic Thinking, Data Analysis, and Probability</i> (NRP 2645): pp. 42–43 <i>Scoreboost for TABE Level D: Math 4</i> (NRP 7127): pp. 18–21 <i>TABE Mastery Mathematics: Level D</i> (NRP 7188): pp. 244–249</p>			
	7.SP.2	<p>Use data from a random sample to draw inferences about a population with an unknown characteristic of interest. Generate multiple samples (or simulated samples) of the same size to gauge the variation in estimates or predictions.</p> <p><i>Math Sense 3: Focus on Analysis</i> (NRP 2693): pp. 42–43, 47 <i>NRP Online Learning: Pre-HSE Mathematics</i> (NRP 7165): Unit 6, Lesson 4 <i>Pre-HSE Core Skills in Mathematics</i> (NRP 2881): pp. 123, 124, 125 <i>Scoreboost for TABE Level D: Math 4</i> (NRP 7127): pp. 13–17 <i>TABE Mastery Mathematics: Level D</i> (NRP 7188): pp. 240–243</p>			
<ul style="list-style-type: none"> Create scatter plots for bivariate data sets and draw lines of best fit to model linear relationship between the variables. 	8.SP.2	<p>Know that straight lines are widely used to model relationships between two quantitative variables. For scatter plots that suggest a linear association, informally fit a straight line, and informally assess the model fit by judging the closeness of the data points to the line.</p> <p><i>Math Sense 3: Focus on Analysis</i> (NRP 2693): pp. 44–45 <i>NRP Online Learning: Pre-HSE Mathematics</i> (NRP 7165): Unit 6, Lesson 4 <i>Pre-HSE Workbook, Math 2: Algebraic Thinking, Data Analysis, and Probability</i> (NRP 2645): pp. 42–43 <i>Scoreboost for TABE Level D: Math 4</i> (NRP 7127): pp. 22–25 <i>TABE Mastery Mathematics: Level D</i> (NRP 7188): pp. 250–253</p>			

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LEVEL D (AE–CCR LEVEL D)

TABE Skill Description	Standard	Description / Materials	Assigned	Completed	Proficiency
	8.SP.3	<p>Use the equation of a linear model to solve problems in the context of bivariate measurement data, interpreting the slope and intercept.</p> <p><i>Math Sense 3: Focus on Analysis</i> (NRP 2693): pp. 26–27 <i>NRP Online Learning: Pre-HSE Mathematics</i> (NRP 7165): Unit 6, Lesson 4 <i>Pre-HSE Workbook, Math 2: Algebraic Thinking, Data Analysis, and Probability</i> (NRP 2645): p. 42 <i>Scoreboost for TABE Level D: Math 4</i> (NRP 7127): pp. 26–28 <i>TABE Mastery Mathematics: Level D</i> (NRP 7188): pp. 254–259</p>			
<ul style="list-style-type: none"> Use measures of center and variability of given data sets, represented in multiple ways, to draw comparative inferences. Use measures of center and variability of given data sets to draw inferences. 	7.SP.4	<p>Use measures of center and measures of variability for numerical data from random samples to draw informal comparative inferences about two populations.</p> <p><i>Math Sense 3: Focus on Analysis</i> (NRP 2693): pp. 26–27, 48–51 <i>NRP Online Learning: Pre-HSE Mathematics</i> (NRP 7165): Unit 7, Lesson 1 <i>Pre-HSE Core Skills in Mathematics</i> (NRP 2881): pp. 130, 131, 132 <i>Scoreboost for TABE Level D: Math 4</i> (NRP 7127): pp. 8–12 <i>TABE Mastery Mathematics: Level D</i> (NRP 7188): pp. 234–239</p>			
<ul style="list-style-type: none"> Create and use information presented in two-way tables to solve simple problems. 	8.SP.4	<p>Understand that patterns of association can also be seen in bivariate categorical data by displaying frequencies and relative frequencies in a two-way table. Construct and interpret a two-way table summarizing data on two categorical variables collected from the same subjects. Use relative frequencies calculated for rows or columns to describe possible association between the two variables.</p> <p><i>Math Sense 3: Focus on Analysis</i> (NRP 2693): pp. 20–21, 48–49 <i>Scoreboost for TABE Level D: Math 4</i> (NRP 7127): pp. 29–32 <i>TABE Mastery Mathematics: Level D</i> (NRP 7188): pp. 260–263</p>			

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LEVEL D (AE–CCR LEVEL D)

TABE Skill Description	Standard	Description / Materials	Assigned	Completed	Proficiency
	6.SP.5	Summarize numerical data sets in relation to their context, such as by: (6.RP.5.d) <i>Math Sense 3: Focus on Analysis</i> (NRP 2693): pp. 18–31, 38–41, 46–47 <i>Pre-HSE Core Skills in Mathematics</i> (NRP 2881): pp. 134, 135, 136 <i>Scoreboost for TABE Level D: Math 4</i> (NRP 7127): pp. 4–7 <i>TABE Mastery Mathematics: Level D</i> (NRP 7188): pp. 230–233			
• Find a measure of center and variability of a given data set.		c. Giving quantitative measures of center (median and/or mean) and variability (interquartile range and/ or mean absolute deviation): as well as describing any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data were gathered. <i>Math Sense 3: Focus on Analysis</i> (NRP 2693): pp. 20–21, 24–31, 38–41 <i>NRP Online Learning: Pre-HSE Mathematics</i> (NRP 7165): Unit 7, Lesson 2 <i>Pre-HSE Core Skills in Mathematics</i> (NRP 2881): pp. 134–136 <i>Scoreboost for TABE Level D: Math 4</i> (NRP 7127): pp. 4–7 <i>TABE Mastery Mathematics: Level D</i> (NRP 7188): pp. 230–233			
• Find the probability of a simple event.	7.SP.5	Understand that the probability of a chance event is a number between 0 and 1 that expresses the likelihood of the event occurring. Larger numbers indicate greater likelihood. A probability near 0 indicates an unlikely event, a probability around 1/2 indicates an event that is neither unlikely nor likely, and a probability near 1 indicates a likely event. <i>Math Sense 3: Focus on Analysis</i> (NRP 2693): pp. 64–65 <i>Scoreboost for TABE Level D: Math 4</i> (NRP 7127): pp. 35–36 <i>TABE Mastery Mathematics: Level D</i> (NRP 7188): pp. 268–271			

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LEVEL D (AE–CCR LEVEL D)

TABE Skill Description	Standard	Description / Materials	Assigned	Completed	Proficiency
	7.SP.7	Develop a probability model and use it to find probabilities of events. Compare probabilities from a model to observed frequencies; if the agreement is not good, explain possible sources of the discrepancy. <i>Math Sense 3: Focus on Analysis</i> (NRP 2693): pp. 64–71 <i>Scoreboost for TABE Level D: Math 4</i> (NRP 7127): pp. 37–41 <i>TABE Mastery Mathematics: Level D</i> (NRP 7188): pp. 272–275			
• Use basic probability models to simulate events and generate random data (e.g., using spinners, rolling dice, flipping coins, etc.).		a. Develop a uniform probability model by assigning equal probability to all outcomes, and use the model to determine probabilities of events. For example, if a student is selected at random from a class, find the probability that Jane will be selected and the probability that a girl will be selected. <i>Math Sense 3: Focus on Analysis</i> (NRP 2693): pp. 64–65 <i>Scoreboost for TABE Level D: Math 4</i> (NRP 7127): pp. 37–41 <i>TABE Mastery Mathematics: Level D</i> (NRP 7188): pp. 272–275			
• Use random data to approximate the probability of a chance event.		b. Develop a probability model (which may not be uniform) by observing frequencies in data generated from a chance process. For example, find the approximate probability that a spinning penny will land heads up or that a tossed paper cup will land open-end down. Do the outcomes for the spinning penny appear to be equally likely based on the observed frequencies? <i>Math Sense 3: Focus on Analysis</i> (NRP 2693): pp. 70–71 <i>Scoreboost for TABE Level D: Math 4</i> (NRP 7127): pp. 37–41 <i>TABE Mastery Mathematics: Level D</i> (NRP 7188): pp. 272–275			

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LEVEL D (AE–CCR LEVEL D)

TABE Skill Description	Standard	Description / Materials	Assigned	Completed	Proficiency
	7.SP.8	Find probabilities of compound events using organized lists, tables, tree diagrams, and simulation. <i>Math Sense 3: Focus on Analysis</i> (NRP 2693): pp. 58–63, 66–67 <i>Scoreboost for TABE Level D: Math 4</i> (NRP 7127): pp. 42–47 <i>TABE Mastery Mathematics: Level D</i> (NRP 7188): pp. 276–281			
• Use basic probability models to simulate compound events and generate random data.		a. Understand that, just as with simple events, the probability of a compound event is the fraction of outcomes in the sample space for which the compound event occurs. <i>Math Sense 3: Focus on Analysis</i> (NRP 2693): pp. 66–67 <i>Scoreboost for TABE Level D: Math 4</i> (NRP 7127): pp. 42–47 <i>TABE Mastery Mathematics: Level D</i> (NRP 7188): pp. 276–281			
• Create multiple representations of sample spaces of compound events (e.g., lists, diagrams, simulation) and use them to find probabilities.		b. Represent sample spaces for compound events using methods such as organized lists, tables and tree diagrams. For an event described in everyday language (e.g., “rolling double sixes”): identify the outcomes in the sample space which compose the event. <i>Math Sense 3: Focus on Analysis</i> (NRP 2693): pp. 58–59, 66–67 <i>Scoreboost for TABE Level D: Math 4</i> (NRP 7127): pp. 42–47 <i>TABE Mastery Mathematics: Level D</i> (NRP 7188): pp. 276–281			
THE NUMBER SYSTEM					
• Represent real-world situations with rational numbers. • Represent real-world situations with positive and negative integers.	6.NS.5	Understand that positive and negative numbers are used together to describe quantities having opposite directions or values; use positive and negative numbers to represent quantities in real-world contexts, explaining the meaning of 0 in each situation. <i>Math Sense 2: Focus on Problem Solving</i> (NRP 2692): pp. 16–19, 26–27, 144–147 <i>NRP Online Learning: Pre-HSE Mathematics</i> (NRP 7165): Unit 1, Lesson 1 <i>Pre-HSE Core Skills in Mathematics</i> (NRP 2881): pp. 12, 13, 14 <i>Scoreboost for TABE Level D: Math 1</i> (NRP 7124): pp. 4–7 <i>TABE Mastery Mathematics: Level D</i> (NRP 7188): pp. 20–25			

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LEVEL D (AE–CCR LEVEL D)

TABE Skill Description	Standard	Description / Materials	Assigned	Completed	Proficiency
	6.NS.6	Understand a rational number as a point on the number line. Extend number line diagrams and coordinate axes familiar from previous grades to represent points on the line and in the plane with negative number coordinates. <i>Math Sense 2: Focus on Problem Solving</i> (NRP 2692): pp. 16–19, 26–27, 144–147 <i>Pre-HSE Core Skills in Mathematics</i> (NRP 2881): pp. 12, 13, 14, 32, 33, 65, 66, 72, 73, 89, 90, 91 <i>Scoreboost for TABE Level D: Math 1</i> (NRP 7124): pp. 4–7, 14–17 <i>TABE Mastery Mathematics: Level D</i> (NRP 7188): pp. 20–25, 34–39			
<ul style="list-style-type: none"> Identify and create multiple representations of positive and negative integers and rational numbers. 		a. Recognize opposite signs of numbers as indicating locations on opposite sides of 0 on the number line; recognize that the opposite of the opposite of a number is the number itself, e.g., $-(-3) = 3$, and that 0 is its own opposite. <i>Math Sense 2: Focus on Problem Solving</i> (NRP 2692): pp. 16–19 <i>NRP Online Learning: Pre-HSE Mathematics</i> (NRP 7165): Unit 1, Lesson 1 <i>Pre-HSE Core Skills in Mathematics</i> (NRP 2881): pp. 12–14 <i>Scoreboost for TABE Level D: Math 1</i> (NRP 7124): pp. 4–7, 14–17 <i>TABE Mastery Mathematics: Level D</i> (NRP 7188): pp. 20–25			
<ul style="list-style-type: none"> Identify and represent positive and negative integers on a number line. Solve one-step problems involving operations with positive and negative integers and represent the operations on a number line. Identify and represent rational numbers on a number line. 		c. Find and position integers and other rational numbers on a horizontal or vertical number line diagram; find and position pairs of integers and other rational numbers on a coordinate plane. <i>Math Sense 2: Focus on Problem Solving</i> (NRP 2692): pp. 16–19, 144–147 <i>NRP Online Learning: Pre-HSE Mathematics</i> (NRP 7165): Unit 1, Lessons 1, 6; Unit 4, lesson 4; Unit 5, Lesson 2 <i>Pre-HSE Core Skills in Mathematics</i> (NRP 2881): pp. 12–14, 32–33, 72–73, 89–91 <i>Scoreboost for TABE Level D: Math 1</i> (NRP 7124): pp. 4–7, 14–17 <i>TABE Mastery Mathematics: Level D</i> (NRP 7188): pp. 34–39			

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LEVEL D (AE–CCR LEVEL D)

TABE Skill Description	Standard	Description / Materials	Assigned	Completed	Proficiency
	6.NS.7	Understand ordering and absolute value of rational numbers. <i>Math Sense 2: Focus on Problem Solving</i> (NRP 2692): pp. 18–19, 28–29, 70–71, 92–93 <i>NRP Online Learning: Pre-HSE Mathematics</i> (NRP 7165): Unit 1, Lessons 1, 6; Unit 4, Lesson 4 <i>Pre-HSE Core Skills in Mathematics</i> (NRP 2881): pp. 12, 13, 14, 32, 72 <i>Scoreboost for TABE Level D: Math 1</i> (NRP 7124): pp. 8–9, 10–13 <i>TABE Mastery Mathematics: Level D</i> (NRP 7188): pp. 26–33			
<ul style="list-style-type: none"> Identify and represent the absolute values and opposites of numbers on a number line. 		c. Understand the absolute value of a rational number as its distance from 0 on the number line; interpret absolute value as magnitude for a positive or negative quantity in a real-world situation. For example, for an account balance of –30 dollars, write $ -30 = 30$ to describe the size of the debt in dollars. <i>Math Sense 2: Focus on Problem Solving</i> (NRP 2692): pp. 28–29 <i>Scoreboost for TABE Level D: Math 1</i> (NRP 7124): pp. 8–9 <i>TABE Mastery Mathematics: Level D</i> (NRP 7188): pp. 26–33			
<ul style="list-style-type: none"> Represent polygons with vertices at given coordinates on a coordinate grid. Create polygons on the coordinate grid having specified characteristics (e.g., area, perimeter). 	6.NS.8	Solve real-world and mathematical problems by graphing points in all four quadrants of the coordinate plane. Include use of coordinates and absolute value to find distances between points with the same first coordinate or the same second coordinate. <i>Math Sense 2: Focus on Problem Solving</i> (NRP 2692): pp. 144–145, 160–161 <i>NRP Online Learning: Pre-HSE Mathematics</i> (NRP 7165): Unit 5, Lesson 2 <i>Pre-HSE Core Skills in Mathematics</i> (NRP 2881): pp. 91, 92 <i>Scoreboost for TABE Level D: Math 1</i> (NRP 7124): pp. 28–31 <i>TABE Mastery Mathematics: Level D</i> (NRP 7188): pp. 52–57			
	7.NS.1	Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram. <i>Math Sense 1: Focus on Operations</i> (NRP 2691): pp. 84–85 <i>Math Sense 2: Focus on Problem Solving</i> (NRP 2692): pp. 16–19, 24–29 <i>NRP Online Learning: Pre-HSE Mathematics</i> (NRP 7165): Unit 1, Lessons 4, 7; Unit 3, Lesson 1; Unit 4, Lessons 1, 2 <i>Pre-HSE Core Skills in Mathematics</i> (NRP 2881): pp. 23, 24, 35, 36, 37, 38, 54, 55, 56, 61, 62, 63, 64, 65, 66 <i>Scoreboost for TABE Level D: Math 1</i> (NRP 7124): pp. 20–23; pp. 24–27 <i>TABE Mastery Mathematics: Level D</i> (NRP 7188): pp. 44–51			

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LEVEL D (AE–CCR LEVEL D)

TABE Skill Description	Standard	Description / Materials	Assigned	Completed	Proficiency
<ul style="list-style-type: none"> Solve one-step problems, with and without context, involving operations with positive and negative integers. Solve multi-step problems involving positive rational numbers. 	7.NS.2	<p>Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers.</p> <p><i>Math Sense 1: Focus on Operations</i> (NRP 2691): pp. 70–71, 88–93, 96–97</p> <p><i>Math Sense 2: Focus on Problem Solving</i> (NRP 2692): pp. 24–25, 30–31, 34–35</p> <p><i>NRP Online Learning: Pre-HSE Mathematics</i> (NRP 7165): Unit 1, Lessons 4, 5, 6; Unit 2, Lessons 1, 2; Unit 3, Lesson 1; Unit 4, Lesson 1</p> <p><i>Pre-HSE Core Skills in Mathematics</i> (NRP 2881): pp. 23, 24, 25, 27, 28, 29, 30, 32, 33, 35, 36, 37, 44, 45, 48, 49, 54, 55, 56, 60, 61, 62, 63</p> <p><i>Scoreboost for TABE Level D: Math 1</i> (NRP 7124): pp. 32–35; pp. 36–39; pp. 40–43</p> <p><i>TABE Mastery Mathematics: Level D</i> (NRP 7188): pp. 56–69</p>			
<ul style="list-style-type: none"> Identify and represent approximations of irrational numbers on a number line. 	8.NS.2	<p>Use rational approximations of irrational numbers to compare the size of irrational numbers, locate them approximately on a number line diagram, and estimate the value of expressions (e.g., π^2).</p> <p><i>Math Sense 2: Focus on Problem Solving</i> (NRP 2692): pp. 32–33, 54–55</p> <p><i>NRP Online Learning: Pre-HSE Mathematics</i> (NRP 7165): Unit 1, Lessons 1, 2, 3</p> <p><i>Pre-HSE Workbook, Math 1: Whole Numbers, Decimals, Fractions, Percents, and Measurement</i> (NRP 2644): pp. 8–11</p> <p><i>Scoreboost for TABE Level D: Math 1</i> (NRP 7124): pp. 44–45</p> <p><i>TABE Mastery Mathematics: Level D</i> (NRP 7188): pp. 70–73</p>			
FUNCTIONS					
<ul style="list-style-type: none"> Identify graphs of functions that are linear and nonlinear. Identify equations of functions that are linear and nonlinear. 	8.F.3	<p>Interpret the equation $y = mx + b$ as defining a linear function, whose graph is a straight line; give examples of functions that are not linear.</p> <p><i>Math Sense 2: Focus on Problem Solving</i> (NRP 2692): pp. 156–159, 162–163</p> <p><i>Math Sense 3: Focus on Analysis</i> (NRP 2693): pp. 102–103</p> <p><i>NRP Online Learning: Pre-HSE Mathematics</i> (NRP 7165): Unit 4, Lesson 4</p> <p><i>Pre-HSE Workbook, Math 2: Algebraic Thinking, Data Analysis, and Probability</i> (NRP 2645): pp. 22–23, 26–27</p> <p><i>Scoreboost for TABE Level D: Math 1</i> (NRP 7124): pp. 48–51</p> <p><i>TABE Mastery Mathematics: Level D</i> (NRP 7188): pp. 78–83</p>			

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LEVEL D (AE–CCR LEVEL D)

TABE Skill Description	Standard	Description / Materials	Assigned	Completed	Proficiency
<ul style="list-style-type: none"> Create input-output tables to represent functions. Identify the rate of change of a linear function represented by a table. Identify and create the equation of a linear function represented by a table. Create and use graphs of linear functions to represent real-world situations. Create equations, tables, and graphs to represent linear functions with given rates of change. 	8.F.4	<p>Construct a function to model a linear relationship between two quantities. Determine the rate of change and initial value of the function from a description of a relationship or from two (x, y) values, including reading these from a table or from a graph. Interpret the rate of change and initial value of a linear function in terms of the situation it models, and in terms of its graph or a table of values.</p> <p><i>Math Sense 3: Focus on Analysis</i> (NRP 2693): pp. 108–109 <i>Pre-HSE Workbook, Math 2: Algebraic Thinking, Data Analysis, and Probability</i> (NRP 2645): pp. 24–27, 34–35 <i>Scoreboost for TABE Level D: Math 1</i> (NRP 7124): pp. 52–55 <i>TABE Mastery Mathematics: Level D</i> (NRP 7188): pp. 84–89</p>			
<ul style="list-style-type: none"> Identify and create examples and non-examples of functions. Identify simple characteristics of graphs of functions (e.g., increasing, linear, etc.). Identify simple characteristics of different intervals of graphs of functions, with and without context. 	8.F.5	<p>Describe qualitatively the functional relationship between two quantities by analyzing a graph. Sketch a graph that exhibits the qualitative features of a function that has been described verbally.</p> <p><i>Math Sense 3: Focus on Analysis</i> (NRP 2693): pp. 44–45 <i>Scoreboost for TABE Level D: Math 1</i> (NRP 7124): pp. 56–59 <i>TABE Mastery Mathematics: Level D</i> (NRP 7188): pp. 90–95</p>			

Student _____

Instructor/Class _____

MATHEMATICS					
LEVEL A (AE–CCR LEVEL E)					
TABE Skill Description	Standard	Description / Materials	Assigned	Completed	Proficiency
GEOMETRY					
<ul style="list-style-type: none"> Explore the effects of simple series of transformations on parts of figures (e.g., lines, points, angles, parallel lines, etc.) on and off the coordinate plane. 	G.CO.1	Know precise definitions of angle, circle, perpendicular line, parallel line, and line segment, based on the undefined notions of point, line, distance along a line, and distance around a circular arc. <i>Math Sense 2: Focus on Problem Solving</i> (NRP 2692): pp. 102–111, 126–127, 152–153 <i>Scoreboost for TABE Level A: Math 1</i> (NRP 7130): pp. 24–25 <i>TABE Mastery Mathematics: Level A</i> (NRP 7191): pp. 36–39			
<ul style="list-style-type: none"> Explore properties of similar figures and transformations that produce similar figures. Create and use ratios to find missing side lengths and angle measures of similar figures. Explore and create algebraic proofs of simple geometric theorems using coordinates. Prove and apply theorems involving similarity. 	G.SRT.5	Use congruence and similarity criteria for triangles to solve problems and to prove relationships in geometric figures. <i>Math Sense 2: Focus on Problem Solving</i> (NRP 2692): pp. 114–115 <i>Scoreboost for TABE Level A: Math 1</i> (NRP 7130): pp. 26–28, 29–31 <i>TABE Mastery Mathematics: Level A</i> (NRP 7191): pp. 40–43, 44–47			
<ul style="list-style-type: none"> Use the formulas for the area and circumference of circles to solve problems involving volumes of cylinders. Use the formulas for the area and circumference of circles to solve problems involving volumes of cylinders and cones. Investigate and explain volume formulas through informal arguments of circles, cylinders, pyramids, and cones. 	G.GMD.3	Use volume formulas for cylinders, pyramids, cones, and spheres to solve problems. <i>Math Sense 2: Focus on Problem Solving</i> (NRP 2692): pp. 130–131, 136–137 <i>Math Sense 3: Focus on Analysis</i> (NRP 2693): pp. 68–69 <i>Scoreboost for TABE Level A: Math 1</i> (NRP 7130): pp. 34–37 <i>TABE Mastery Mathematics: Level A</i> (NRP 7191): pp. 50–55			

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LEVEL A (AE–CCR LEVEL E)

TABE Skill Description	Standard	Description / Materials	Assigned	Completed	Proficiency
<ul style="list-style-type: none"> Solve problems involving areas of two-dimensional figures, including modeling problems involving concepts of density based on area. Solve problems involving surface areas and volumes of three-dimensional figures, including modeling problems involving concepts of density based on volume. 	G.MG.2	Apply concepts of density based on area and volume in modeling situations. <i>Scoreboost for TABE Level A: Math 1</i> (NRP 7130): pp. 38–41 <i>TABE Mastery Mathematics: Level A</i> (NRP 7191): pp. 56–59			
NUMBERS AND QUANTITY					
<ul style="list-style-type: none"> Simplify expressions involving operations with rational numbers. Simplify expressions involving integer exponents. Use properties of exponents to rewrite expressions involving radicals and rational exponents. 	N.RN.2	Rewrite expressions involving radicals and rational exponents using the properties of exponents. <i>Math Sense 2: Focus on Problem Solving</i> (NRP 2692): pp. 48–55 <i>Scoreboost for TABE Level A: Math 1</i> (NRP 7130): pp. 4–5, 6–7, 8–11 <i>TABE Mastery Mathematics: Level A</i> (NRP 7191): pp. 16–19, 20–23			
<ul style="list-style-type: none"> Convert between measurement units appropriately while solving problems. Define appropriate quantities and parameters when solving problems using descriptive modeling. Determine appropriate scales and origins in graphs and data displays. 	N.Q.1	Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays. <i>Math Sense 1: Focus on Operations</i> (NRP 2691): pp. 48–49, 58–59, 118–119, 130–141 <i>Math Sense 2: Focus on Problem Solving</i> (NRP 2692): pp. 120–137 <i>Math Sense 3: Focus on Analysis</i> (NRP 2693): pp. 20–27, 50–51 <i>Scoreboost for TABE Level A: Math 1</i> (NRP 7130): pp. 14–17, 18–21 <i>TABE Mastery Mathematics: Level A</i> (NRP 7191): pp. 26–29, 30–31			
<ul style="list-style-type: none"> Choose appropriate levels of accuracy for measurement limitations in given situations. 	N.Q.3	Choose a level of accuracy appropriate to limitations on measurement when reporting quantities. <i>Math Sense 1: Focus on Operations</i> (NRP 2691): pp. 118–119, 156–165 <i>Math Sense 2: Focus on Problem Solving</i> (NRP 2692): pp. 120–137 <i>Scoreboost for TABE Level A: Math 1</i> (NRP 7130): pp. 14–17 <i>TABE Mastery Mathematics: Level A</i> (NRP 7191): pp. 26–29			

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LEVEL A (AE–CCR LEVEL E)

TABE Skill Description	Standard	Description / Materials	Assigned	Completed	Proficiency
ALGEBRA					
<ul style="list-style-type: none"> Identify parts of expressions (e.g., terms, coefficients, variables, etc.). 	A.SSE.1a	Interpret parts of an expression, such as terms, factors, and coefficients. <i>Math Sense 2: Focus on Problem Solving</i> (NRP 2692): pp. 42–43 <i>Scoreboost for TABE Level A: Math 2</i> (7131): pp. 4–6 <i>TABE Mastery Mathematics: Level A</i> (NRP 7191): pp. 62–65			
	A.SSE.2	Use the structure of an expression to identify ways to rewrite it. <i>Math Sense 3: Focus on Analysis</i> (NRP 2693): pp. 120–123, 126–133 <i>Scoreboost for TABE Level A: Math 2</i> (7131): pp. 7–10 <i>TABE Mastery Mathematics: Level A</i> (NRP 7191): pp. 66–69			
<ul style="list-style-type: none"> Find the minimum or maximum and zeros of a quadratic equation and explain the meaning in context. 	A.SSE.3a	Factor a quadratic expression to reveal the zeros of the function it defines. <i>Math Sense 3: Focus on Analysis</i> (NRP 2693): pp. 142–143, 148–149 <i>Scoreboost for TABE Level A: Math 2</i> (7131): pp. 11–13 <i>TABE Mastery Mathematics: Level A</i> (NRP 7191): pp. 70–73			
<ul style="list-style-type: none"> Add and subtract polynomials of degree 3 or less. Add, subtract, multiply, and divide polynomials of degree 3 or less. Add, subtract, multiply, and divide polynomials of any degree. 	A.APR.1	Understand that polynomials form a system analogous to the integers, namely, they are closed under the operations of addition, subtraction, and multiplication; add subtract, and multiply polynomials. <i>Math Sense 3: Focus on Analysis</i> (NRP 2693): pp. 114–119 <i>Scoreboost for TABE Level A: Math 2</i> (7131): pp. 16–17, 18–21 <i>TABE Mastery Mathematics: Level A</i> (NRP 7191): pp. 76–79, 80–83			
	A.CED.1	Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational and exponential functions. <i>Math Sense 2: Focus on Problem Solving</i> (NRP 2692): pp. 58–59, 80–93 <i>Math Sense 3: Focus on Analysis</i> (NRP 2693): pp. 148–149 <i>Scoreboost for TABE Level A: Math 2</i> (7131): pp. 24–29, 30–36, 52–55 <i>TABE Mastery Mathematics: Level A</i> (NRP 7191): pp. 86–89, 90–93, 106–111			
<ul style="list-style-type: none"> Identify an equation that shows a relationship between two variables given in a table or graph. Create equations that show a relationship between two variables given in a table or graph. Create quadratic equations that represent given real-world situations 	A.CED.2	Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales. <i>Math Sense 3: Focus on Analysis</i> (NRP 2693): pp. 82–83, 88–89 <i>Scoreboost for TABE Level A: Math 2</i> (7131): pp. 36–41 <i>TABE Mastery Mathematics: Level A</i> (NRP 7191): pp. 94–97			

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LEVEL A (AE–CCR LEVEL E)

TABE Skill Description	Standard	Description / Materials	Assigned	Completed	Proficiency
<ul style="list-style-type: none"> Identify systems of equations that represent given real-world situations. Create systems of equations that represent given real-world situations. Identify systems of inequalities that represent given real-world situations. Create systems of inequalities that represent given real-world situations. 	A.CED.3	<p>Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or non-viable options in a modeling context.</p> <p><i>Math Sense 3: Focus on Analysis</i> (NRP 2693): pp. 104–105, 128–129, 148–149</p> <p><i>Scoreboost for TABE Level A: Math 2</i> (7131): pp. 24, 27, 30–33, 35, 37–40, 42–47, 48–51</p> <p><i>TABE Mastery Mathematics: Level A</i> (NRP 7191): pp. 86–89, 90–93, 94–97, 98–101, 102–105</p>			
	A.REI.1	<p>Explain each step in solving a simple equation as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution. Construct a viable argument to justify a solution method.</p> <p><i>Math Sense 2: Focus on Problem Solving</i> (NRP 2692): pp. 60–69</p> <p><i>Scoreboost for TABE Level A: Math 2</i> (7131): pp. 25–28, 31–33</p> <p><i>TABE Mastery Mathematics: Level A</i> (NRP 7191): pp. 86–89, 90–93</p>			
<ul style="list-style-type: none"> Use properties of operations, such as the distributive property and combining like terms, to find solutions of linear equations 	A.REI.3	<p>Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.</p> <p><i>Math Sense 2: Focus on Problem Solving</i> (NRP 2692): pp. 60–73</p> <p><i>Scoreboost for TABE Level A: Math 2</i> (7131): pp. 26–29, 30–36</p> <p><i>TABE Mastery Mathematics: Level A</i> (NRP 7191): pp. 86–89, 90–93</p>			
	A.REI.4	<p>Solve quadratic equations in one variable.</p> <p><i>Math Sense 3: Focus on Analysis</i> (NRP 2693): pp. 138–149</p> <p><i>Scoreboost for TABE Level A: Math 2</i> (7131): pp. 52–55</p> <p><i>TABE Mastery Mathematics: Level A</i> (NRP 7191): pp. 106–111</p>			
<ul style="list-style-type: none"> Solve quadratic equations by factoring. Solve quadratic equations using various methods (e.g., taking square roots, factoring, completing the square, quadratic formula, etc.). Factor and solve quadratic equations with lead coefficients greater than 1 		<p>b. Solve quadratic equations by inspection (e.g., for $x^2 = 49$): taking square roots, completing the square, the quadratic formula and factoring, as appropriate to the initial form of the equation. Recognize when the quadratic formula gives complex solutions and write them as $a \pm bi$ for real numbers a and b.</p> <p><i>Math Sense 3: Focus on Analysis</i> (NRP 2693): pp. 138–149</p> <p><i>Scoreboost for TABE Level A: Math 2</i> (7131): pp. 52–55</p> <p><i>TABE Mastery Mathematics: Level A</i> (NRP 7191): pp. 106–111</p>			

MATHEMATICS

LEVEL A (AE–CCR LEVEL E)

TABE Skill Description	Standard	Description / Materials	Assigned	Completed	Proficiency
<ul style="list-style-type: none"> Determine whether a point (x, y) is a solution to a given system of equations. Solve a system of equations by graphing the equations and finding the point of intersection. 	A.REI.6	Solve systems of linear equations exactly and approximately (e.g., with graphs): focusing on pairs of linear equations in two variables. <i>Math Sense 3: Focus on Analysis</i> (NRP 2693): pp. 76–83 <i>Scoreboost for TABE Level A: Math 2</i> (7131): pp. 42–47, 48–51 <i>TABE Mastery Mathematics: Level A</i> (NRP 7191): pp. 98–101, 102–105			
<ul style="list-style-type: none"> Graph systems of inequalities. Determine whether a point (x, y) is in the solution set of a given system of inequalities. 	A.REI.10	Understand that the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane, often forming a curve (which could be a line). <i>Math Sense 3: Focus on Analysis</i> (NRP 2693): pp. 76–77, 84–85, 88–89 <i>Scoreboost for TABE Level A: Math 2</i> (7131): pp. 36–41, 42, 44–47, 48–51 <i>TABE Mastery Mathematics: Level A</i> (NRP 7191): pp. 94–97, 98–101, 102–105			
FUNCTIONS					
<ul style="list-style-type: none"> Write functions in different but equivalent forms and explain what each form “reveals” (e.g., factoring a quadratic function to reveal the zeros). 	F.IF.1	Understand that a function from one set (called the domain) to another set (called the range) assigns to each element of the domain exactly one element of the range. If f is a function and x is an element of its domain, then $f(x)$ denotes the output of f corresponding to the input x . The graph of f is the graph of the equation $y = f(x)$. <i>Math Sense 3: Focus on Analysis</i> (NRP 2693): pp. 100–101 <i>Scoreboost for TABE Level A: Math 3</i> (7132): pp. 4–5 <i>TABE Mastery Mathematics: Level A</i> (NRP 7191): pp. 116–119			
<ul style="list-style-type: none"> Evaluate linear, quadratic, and exponential functions at given values with and without context. Use function notation and interpret statements that use function notation in context. Evaluate a linear function at a given value. 	F.IF.2	Use function notation, evaluate functions for inputs in their domains, and interpret statements that use function notation in terms of a context. <i>Math Sense 3: Focus on Analysis</i> (NRP 2693): pp. 100–101, 108–109 <i>Scoreboost for TABE Level A: Math 3</i> (7132): pp. 6–7 <i>TABE Mastery Mathematics: Level A</i> (NRP 7191): pp. 116–119			
<ul style="list-style-type: none"> Identify the intercepts of graphs of linear functions. Identify key characteristics of graphs of functions (e.g., intercepts, minimum, maximum, etc.). 	F.IF.4	For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. <i>Math Sense 3: Focus on Analysis</i> (NRP 2693): pp. 106–109, 140–141 <i>Scoreboost for TABE Level A: Math 3</i> (7132): pp. 8–11 <i>TABE Mastery Mathematics: Level A</i> (NRP 7191): pp. 120–125			

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LEVEL A (AE–CCR LEVEL E)

TABE Skill Description	Standard	Description / Materials	Assigned	Completed	Proficiency
<ul style="list-style-type: none"> Find the average rate of change of a function over a given interval. Find the rate of change of a linear function. 	F.IF.6	Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph. <i>Math Sense 3: Focus on Analysis</i> (NRP 2693): pp. 102–103, 106–107 <i>Scoreboost for TABE Level A: Math 3</i> (7132): pp. 12–13 <i>TABE Mastery Mathematics: Level A</i> (NRP 7191): pp. 126–131			
	F.IF.7	Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases. <i>Math Sense 3: Focus on Analysis</i> (NRP 2693): pp. 102–103, 106–107, 140–141 <i>Scoreboost for TABE Level A: Math 3</i> (7132): pp. 14–16 <i>TABE Mastery Mathematics: Level A</i> (NRP 7191): pp. 132–137			
<ul style="list-style-type: none"> Graph equations of linear functions given in various forms. 		a. Graph linear and quadratic functions and show intercepts, maxima, and minima. <i>Math Sense 3: Focus on Analysis</i> (NRP 2693): pp. 102–107, 140–141 <i>Scoreboost for TABE Level A: Math 3</i> (7132): pp. 14–16 <i>TABE Mastery Mathematics: Level A</i> (NRP 7191): pp. 132–137			
	F.IF.8b	Use properties of exponents to interpret expressions for exponential functions. <i>Scoreboost for TABE Level A: Math 3</i> (7132): pp. 17–19 <i>TABE Mastery Mathematics: Level A</i> (NRP 7191): pp. 138–141			
<ul style="list-style-type: none"> Compare properties of two functions (linear, quadratic, piecewise linear, absolute value, exponential) represented in the same way. Compare properties of two functions (linear, quadratic, piecewise linear, absolute value, exponential) represented in different ways. 	F.IF.9	Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions) <i>Math Sense 3: Focus on Analysis</i> (NRP 2693): pp. 106–107 <i>Scoreboost for TABE Level A: Math 3</i> (7132): pp. 20–23 <i>TABE Mastery Mathematics: Level A</i> (NRP 7191): pp. 142–147			

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LEVEL A (AE–CCR LEVEL E)

TABE Skill Description	Standard	Description / Materials	Assigned	Completed	Proficiency
	F.BF.1	Write a function that describes a relationship between two quantities. <i>Math Sense 3: Focus on Analysis</i> (NRP 2693): pp. 108–109 <i>Scoreboost for TABE Level A: Math 3</i> (7132): pp. 26–28, 29–31, 32–33 <i>TABE Mastery Mathematics: Level A</i> (NRP 7191): pp. 152–155, 156–159, 160–163			
<ul style="list-style-type: none"> Write the equation of a linear function represented by a table or a graph. Explore arithmetic and geometric sequences and relate them to linear and exponential functions. 		a. Determine an explicit expression, a recursive process, or steps for calculation from a context. <i>Scoreboost for TABE Level A: Math 3</i> (7132): pp. 26–28, 29–31, 32–33 <i>TABE Mastery Mathematics: Level A</i> (NRP 7191): pp. 152–155, 156–159, 160–163			
	F.LE.1c	Recognize situations in which a quantity grows or decays by a constant percent rate per unit interval relative to another. <i>Math Sense 3: Focus on Analysis</i> (NRP 2693): pp. 102–103, 106–109 <i>Scoreboost for TABE Level A: Math 3</i> (7132): pp. 36–41 <i>TABE Mastery Mathematics: Level A</i> (NRP 7191): pp. 166–171			
<ul style="list-style-type: none"> Use the equation or graph of a linear function to represent and solve real-world problems. Describe the meaning of terms of equations of functions in context. 	F.LE.5	Interpret the parameters in a linear or exponential function in terms of a context. <i>Math Sense 3: Focus on Analysis</i> (NRP 2693): pp. 108–109 <i>Scoreboost for TABE Level A: Math 3</i> (7132): pp. 37–41 <i>TABE Mastery Mathematics: Level A</i> (NRP 7191): pp. 166–171			
STATISTICS AND PROBABILITY					
<ul style="list-style-type: none"> Identify and create multiple representations of data sets (e.g., tables, scatter plots, histograms, box plots, etc.). Create multiple representations of data sets and describe key features (e.g., number of observations, patterns, overall shape, etc.). 	S.ID.1	Represent data with plots on the real number line (dot plots, histograms, and box plots). <i>Math Sense 3: Focus on Analysis</i> (NRP 2693): pp. 20–21, 38–39 <i>Scoreboost for TABE Level A: Math 3</i> (7132): pp. 44–49 <i>TABE Mastery Mathematics: Level A</i> (NRP 7191): pp. 174–179			

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LEVEL A (AE–CCR LEVEL E)

TABE Skill Description	Standard	Description / Materials	Assigned	Completed	Proficiency
<ul style="list-style-type: none"> Create multiple representations of data sets and use them to describe comparative inferences about the centers, spreads, and overall shapes. Determine appropriate statistics to compare centers and spreads of data distributions (based on the shapes). Interpret differences in the shapes, centers, and spreads of data sets in context. 	S.ID.3	<p>Interpret differences in shape, center, and spread in the context of the data sets, accounting for possible effects of extreme data points (outliers).</p> <p><i>Math Sense 3: Focus on Analysis</i> (NRP 2693): pp. 38–41 <i>Scoreboost for TABE Level A: Math 3</i> (7132): pp. 44–49 <i>TABE Mastery Mathematics: Level A</i> (NRP 7191): pp. 174–179</p>			
<ul style="list-style-type: none"> Use information presented in two-way tables to describe associations between variables and to solve problems involving relative frequencies. 	S.ID.5	<p>Summarize categorical data for two categories in two-way frequency tables. Interpret relative frequencies in the context of the data (including joint, marginal, and conditional relative frequencies). Recognize possible associations and trends in the data.</p> <p><i>Math Sense 3: Focus on Analysis</i> (NRP 2693): pp. 20–21, 42–43 <i>Scoreboost for TABE Level A: Math 3</i> (7132): pp. 50–53 <i>TABE Mastery Mathematics: Level A</i> (NRP 7191): pp. 180–185</p>			
<ul style="list-style-type: none"> Interpret the slope and intercepts of a linear model in context. Use the equation of a linear model to solve basic problems in context. Develop equations of linear models and use them to solve problems. Develop equations of linear models, interpret the slope and intercepts in context, and analyze the fit of the model to the data. Use scatter plots and equations of linear models to draw basic conclusions about data. 	S.ID.7	<p>Interpret the slope (rate of change) and the intercept (constant term) of a linear model in the context of the data.</p> <p><i>Math Sense 3: Focus on Analysis</i> (NRP 2693): pp. 26–27 <i>Scoreboost for TABE Level A: Math 3</i> (7132): pp. 54–57 <i>TABE Mastery Mathematics: Level A</i> (NRP 7191): pp. 186–192</p>			
<ul style="list-style-type: none"> Distinguish between correlation and causation. 	S.ID.9	<p>Distinguish between correlation and causation.</p> <p><i>Math Sense 3: Focus on Analysis</i> (NRP 2693): pp. 44–45 <i>Scoreboost for TABE Level A: Math 3</i> (7132): pp. 54–57 <i>TABE Mastery Mathematics: Level A</i> (NRP 7191): pp. 186–192</p>			

NEW READERS PRESS MATERIALS REFERENCED

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Breakthrough to Math Level 1: 2 Adding Whole Numbers (NRP 2968)
Breakthrough to Math Level 1: 3 Subtracting Whole Numbers (NRP 2969)
Breakthrough to Math Level 1: 4 Multiplying Whole Numbers (NRP 2970)
Breakthrough to Math Level 1: 5 Dividing Whole Numbers (NRP 2980):
Breakthrough to Math Level 1: 6 Word Problems with Whole Numbers (NRP 2972)
Breakthrough to Math Level 2: 1 Understanding and Comparing Fractions (NRP 2976)
Breakthrough to Math Level 2: 2 Adding and Subtracting Fractions (NRP 2977)
Breakthrough to Math Level 2: 3 Multiplying and Dividing Fractions (NRP 2978)
Breakthrough to Math Level 2: 4 Decimal Fractions (NRP 2979)
Breakthrough to Math Level 2: 5 Percents (NRP 2980)
Breakthrough to Math Level 2: 6 Word Problems with Decimals and Percents
(NRP2981)
Breakthrough to Math Level 3: 1 Signed Numbers (NRP 2986)
Breakthrough to Math Level 3: 2 Solving Equations (NRP 2987)
Breakthrough to Math Level 3: 3 Word Problems in Algebra (NRP 2988)
Breakthrough to Math Level 3: 4 Exponents, Roots, and Polynomials (NRP 2989)
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Breakthrough to Math Level 4: 3 Circles and Volume (NRP 2997)

Challenger series

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Challenger Teacher's Manual 5–8 (NRP 2577)
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Scoreboost for TABE Level A: Reading (NRP 7129)

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TABE Mastery Mathematics: Level E (NRP 7182)

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TABE Mastery Language: Level M (NRP 7184)

TABE Mastery Mathematics: Level M (NRP 7185)

TABE Mastery Reading: Level M (NRP 7183)

TABE Mastery Language: Level D (NRP 7187)

TABE Mastery Mathematics: Level D (NRP 7188)

TABE Mastery Reading: Level D (NRP 7186)

TABE Mastery Language: Level A (NRP 7190)

TABE Mastery Mathematics: Level A (NRP 7191)

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