



TESTS OF
ADULT BASIC
EDUCATION

STUDY GUIDE



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® 13&14 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

Domains	Points Possible	Points Obtained	Items Attempted	Performance Category		
				Non-Proficiency	Partial Proficiency	Proficiency
Reading						
Reading Foundational Skills	8	6	8	✓		
Key Ideas and Details	16	7	15		✓	
Craft and Structure, Vocabulary Acquisition	14	6	12	✓		
Integration of Knowledge and Ideas	6	2	6		✓	
Mathematics						
Numbers and Operations	11	8	11		✓	
Algebraic Concepts	11	9	11		✓	
Geometry	8	6	8		✓	
Measurement, Data, and Probability	10	9	10			✓
Language						
Conventions of Standard English	11	10	11		✓	
Knowledge of Language and Vocabulary	11	7	11		✓	
Text Types and Purposes	11	5	11		✓	

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/resources-2/testing-information/blue-prints-1314>.

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

LEVEL/ FORM	DOMAIN	PERFORMANCE	DEMONSTRATED SKILLS	AREAS FOR NEXT FOCUS
13M	Reading			
	Reading Foundational Skills	Non-Proficiency	<ul style="list-style-type: none"> • Inconsistently read unfamiliar multisyllabic words in context (4.RF.3) • Inconsistently read unfamiliar multisyllabic words without context (4.RF.3) 	<ul style="list-style-type: none"> • With some consistency read unfamiliar multisyllabic words in context (4.RF.3)
	Key Ideas and Details	Partial Proficiency	<ul style="list-style-type: none"> • Support a stated inference with detail from the text (4.RI.1, 4.RL.1) • Use details to support conclusions regarding connections in a text (4.RI.1, 4.RL.1) • Determine the theme of a text across varying text complexities (4.RL.2) • Use details to support the theme (4.RL.2) • Explain an idea based on explicitly stated details (4.RI.3) • Use details to describe a connection between ideas (4.RI.3) 	<ul style="list-style-type: none"> • Determine the main idea of a moderately to very complex text (4.RI.2) • Use details to support the main idea (4.RI.2) • Summarize a literary text (4.RL.2) • Determine an inferred theme of a text across varying text complexities (4.RL.2) • Explain sequence of an event in a very complex text (4.RI.3) • Use details to support inferences regarding connections in a text (4.RI.1, 4.RL.1)

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** (red)
- **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.



TABE® 13&14 Study Guide

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,			

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	<p>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.</p> <p><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</p> <p><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</p> <p><i>Challenger Teacher’s Manual 1–4</i> (NRP 2576): pp. 49, 50, 51, 52, 53, 56, 58, 60, 61, 62, 67</p> <p><i>Journey to Success Intro Student Book</i> (NRP 7098): pp. 19, 37, 53, 59, 61, 63, 65, 66, 80</p> <p><i>Journey to Success 1 Student Book</i> (NRP 7100): pp. 29, 73, 99, 121</p>			
	1.L.5	<p>With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</p> <p><i>Challenger 1 Student Book</i> (NRP 2568): pp. 38, 62, 89, 97, 116, 118, 123, 129</p> <p><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</p> <p><i>Challenger Teacher’s Manual 1–4</i> (NRP 2576): pp. 49–68</p> <p><i>Journey to Success 1 Student Book</i> (NRP 7100): pp 99</p>			
TEXT TYPES AND PURPOSES					
	1.W.2	<p>Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p> <p><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</p> <p><i>Challenger Teacher’s Manual 1–4</i> (NRP 2576): pp. 60, 61, 67</p> <p><i>Journey to Success 1 Student Book</i> (NRP 7100): pp 16–17, 32–33, 50–51, 76–77, 102–103</p>			
	1.W.3	<p>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.</p> <p><i>Challenger 1 Writing Book</i> (NRP 2900): pp. 5, 7, 9, 10, 13, 15, 19, 25, 27, 30, 33, 34, 39, 42, 45</p> <p><i>Challenger Teacher’s Manual 1–4</i> (NRP 2576): pp. 50, 51, 52, 55, 56, 57, 58, 60, 61, 66, 68</p> <p><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</p>			

Student _____

Instructor/Class _____

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 7727): pp. 50–52, 80 <i>TABE Mastery Language: Level E</i> (NRP 7685): pp. 88–93			
		a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. <i>Challenger 3 Writing Book</i> (NRP 2902): pp. 4, 5, 6, 8, 10, 12, 13, 14, 18, 20, 22, 24, 26, 28, 30, 32, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44–45 <i>Challenger Teacher’s Manual 1–4</i> (NRP 2576): pp. 95, 98, 100, 102, 103, 104, 106, 107, 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 7727): pp. 50–52, 80 <i>TABE Mastery Language: Level E</i> (NRP 7685): pp. 88–93			
<ul style="list-style-type: none"> Identify evidence that supports a claim in a basic 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>Scoreboost for TABE: Level E Language</i> (NRP 7727): pp. 50–52, 80 <i>TABE Mastery Language: Level E</i> (NRP 7685): pp. 88–93			
<ul style="list-style-type: none"> Use linking words in a basic opinion paragraph 		c. Use linking words and phrases (e.g., <i>because, therefore, since, for example</i>) to connect opinion and reasons. <i>Journey to Success 3 Student Book</i> (NRP 7104): pp. 132–133 <i>Scoreboost for TABE: Level E Language</i> (NRP 7727): pp. 50–52, 80 <i>TABE Mastery Language: Level E</i> (NRP 7685): pp. 88–93			

LANGUAGE

LEVEL E (AE–CCR LEVEL B)

TABE Skill Description	Standard	Description / Materials	Assigned	Completed	Proficiency
<ul style="list-style-type: none"> Add a conclusion to a basic opinion paragraph 	3.W.1 (cont.)	d. Provide a concluding statement or section. <i>Journey to Success 3 Student Book</i> (NRP 7104): pp. 132–133 <i>Scoreboost for TABE: Level E Language</i> (NRP 7727): pp. 50–52, 80 <i>TABE Mastery Language: Level E</i> (NRP 7685): pp. 88–93			
	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 7727): pp. 53–56, 61 <i>TABE Mastery Language: Level E</i> (NRP 7685): pp. 94–99			
<ul style="list-style-type: none"> Add an introduction to a basic informational paragraph about a common topic Add an introduction to a basic informational paragraph about a complex topic 		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 7727): pp. 53–56, 61 <i>TABE Mastery Language: Level E</i> (NRP 7685): pp. 94–99			
<ul style="list-style-type: none"> Add details to a basic informational paragraph Add details to a moderately complex informational paragraph about a lesser-known topic 		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 7727): pp. 53–56, 61 <i>TABE Mastery Language: Level E</i> (NRP 7685): pp. 94–99			
<ul style="list-style-type: none"> Use linking words in a basic informational paragraph Use linking words in a basic informational paragraph about a lesser-known topic 		c. Use linking words and phrases (e.g., <i>also, another, and, more, but</i>) 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 7727): pp. 53–56, 61 <i>TABE Mastery Language: Level E</i> (NRP 7685): pp. 94–99			
<ul style="list-style-type: none"> Add a conclusion to a basic informational 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 7727): pp. 49–52 <i>TABE Mastery Language: Level E</i> (NRP 7685): pp. 94–99			

LANGUAGE

LEVEL E (AE–CCR LEVEL B)

TABE Skill Description	Standard	Description / Materials	Assigned	Completed	Proficiency
<ul style="list-style-type: none"> • Add a conclusion to a basic narrative paragraph • Add details to a basic narrative paragraph • Add details to a more complex narrative paragraph • Use linking words in a basic narrative paragraph • Use multiple temporal words in a basic narrative paragraph 	2.W.3	<p>Write narratives in which they recount a well elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.</p> <hr/> <p><i>Challenger 2 Writing Book</i> (NRP 2901): pp. 25, 43, 44, 46 <i>Challenger Teacher's Manual 1–4</i> (NRP 2576): pp. 74, 79, 82, 85, 86, 87, 89 <i>Journey to Success 2 Student Book</i> (NRP 7102) pp. 24–25, 32–33, 68–69, 94–95 <i>Scoreboost for TABE: Level E Language</i> (NRP 7727): pp. 57–59, 62 <i>TABE Mastery Language: Level E</i> (NRP 7685): pp. 100–106</p>			
CONVENTIONS OF STANDARD ENGLISH					
<ul style="list-style-type: none"> • Use collective nouns • Use nouns with irregular plurals • Use reflexive pronouns • Use the past tense of irregular verbs • Combine simple sentences into compound complex sentences • Combine simple sentences using coordinating conjunctions 	2.L.1	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <hr/> <p><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 7727): pp. 4–9, 16–17 <i>TABE Mastery Language: Level E</i> (NRP 7685): pp. 19–36</p>			

LANGUAGE

LEVEL E (AE–CCR LEVEL B)

TABE Skill Description	Standard	Description / Materials	Assigned	Completed	Proficiency
<ul style="list-style-type: none"> • Use more complex commonly confused words • Use nouns with irregular plurals • Use correct spelling with common plural nouns • Use more complex nouns with irregular plurals • Use abstract nouns • Use the past tense of irregular verbs • Use the past tense of regular verbs • Use present and past tense of regular verbs • Identify the subject of a sentence • Use comparative adjectives correctly • Use conventional adjective order in more complex sentences • Explain the function of a conjunction • Combine simple sentences using coordinating conjunctions • Combine simple sentences into compound complex sentences 	3.L.1	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><i>Challenger 3 Student Book</i> (NRP 2570): pp. 12, 23, 42, 55, 61, 74, 76–77, 98, 114</p> <p><i>Challenger 3 Writing Book</i> (NRP 2902): pp. 5, 9, 13, 17, 21, 25, 29, 33, 35, 39, 43, 44</p> <p><i>Challenger Teacher’s Manual 1–4</i> (NRP 2576): pp. 96, 98, 102, 103, 104, 105, 107, 108, 109, 111, 113, 114</p> <p><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</p> <p><i>Scoreboost for TABE: Level E Language</i> (NRP 7727): pp. 4–17, 29–30</p> <p><i>TABE Mastery Language: Level E</i> (NRP 7685): pp. 14–36</p>			
<ul style="list-style-type: none"> • Capitalize geographic names • Capitalize magazine article titles • Form common contractions • Form less-common contractions • Use a possessive apostrophe with common nouns • Use commas in addresses • Use commas in closings of written communication • Use italics for book titles • Use quotation marks with a line of dialogue • Use vowel-sound spelling patterns and resources to spell correctly 	2.L.2	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <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 7727): pp. 18–21, 27–28, 30–31</p> <p><i>TABE Mastery Language: Level E</i> (NRP 7685): pp. 37–50</p>			

LANGUAGE

LEVEL E (AE–CCR LEVEL B)

TABE Skill Description	Standard	Description / Materials	Assigned	Completed	Proficiency
<ul style="list-style-type: none"> Capitalize geographic names Capitalize magazine article titles Form common contractions Form less-common contractions Use a possessive apostrophe with common nouns Use commas in addresses Use commas in closings of written communication Use italics for book titles Use quotation marks with a line of dialogue Use vowel-sound spelling patterns and resources to spell correctly 	3.L.2	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <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 7727): pp. 18–26, 31</p> <p><i>TABE Mastery Language: Level E</i> (NRP 7685): pp. 37–50</p>			

KNOWLEDGE OF LANGUAGE AND VOCABULARY

	3.L.3	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p><i>Scoreboost for TABE: Level E Language</i> (NRP 7727): pp. 42–45, 48</p> <p><i>TABE Mastery Language: Level E</i> (NRP 7685): pp. 74–79</p>			
<ul style="list-style-type: none"> Choose sentences that use the most precise language Use complete sentences for effect Use words for effect in basic paragraphs Use words and phrases in basic sentences for effect Use words and phrases to provide detail in a sentence or sentences Use words in basic sentences for effect Use words that provide a description in context 		<p>a. Choose words and phrases for effect.</p> <p><i>Scoreboost for TABE: Level E Language</i> (NRP 7727): pp. 42–45, 48</p> <p><i>TABE Mastery Language: Level E</i> (NRP 7685): pp. 74–79</p>			
<ul style="list-style-type: none"> Determine when to use formal and informal language 		<p>b. Recognize and observe differences between the conventions of spoken and written standard English.</p> <p><i>Scoreboost for TABE: Level E Language</i> (NRP 7727): pp. 42–45, 48</p> <p><i>TABE Mastery Language: Level E</i> (NRP 7685): pp. 74–79</p>			

LANGUAGE

LEVEL E (AE–CCR LEVEL B)

TABE Skill Description	Standard	Description / Materials	Assigned	Completed	Proficiency
VOCABULARY ACQUISITION AND USE					
<ul style="list-style-type: none"> Identify meaning of common nouns 	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 7727): pp. 33–35, 40–41, 48–49 <i>TABE Mastery Language: Level E</i> (NRP 7685): pp. 54–60, 68–73			
<ul style="list-style-type: none"> Determine the meaning of a common word based on context 		a. Use sentence-level context as a clue to the meaning of a word or phrase. <i>Challenger 2 Student Book</i> (NRP 2569): pp. 6–7, 9, 11–13, 14, 16–17, 21, 22–23, 26–27, 28–29, 31–32, 36, 42, 45–46, 47, 48, 51–52, 56–57, 59, 61, 66–67, 71–72, 73, 74, 82–83, 86–88, 90–91, 93, 100, 105, 106, 109, 110, 115–116, 117, 118, 121–122, 123, 124, 123 <i>Challenger Teacher’s Manual 1–4</i> (NRP 2576): pp. 73–92 <i>Scoreboost for TABE: Level E Language</i> (NRP 7727): pp. 33–35 <i>TABE Mastery Language: Level E</i> (NRP 7685): pp. 54–60			
<ul style="list-style-type: none"> 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 7727): pp. 33–35 <i>TABE Mastery Language: Level E</i> (NRP 7685): pp. 54–60			
<ul style="list-style-type: none"> Use root words to determine the meaning of common 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 7727): p. 33–35 <i>TABE Mastery Language: Level E</i> (NRP 7685): pp. 54–60			

LANGUAGE

LEVEL E (AE–CCR LEVEL B)

TABE Skill Description	Standard	Description / Materials	Assigned	Completed	Proficiency
<ul style="list-style-type: none"> Determine the meaning of a word based on its parts 	2.L.4 (cont.)	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 7727): pp. 33–35 <i>TABE Mastery Language: Level E</i> (NRP 7685): pp. 54–60			
<ul style="list-style-type: none"> Use reference materials to determine the meaning of a tier 1 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 7727): pp. 40–41 <i>TABE Mastery Language: Level E</i> (NRP 7685): pp. 68–73			
	3.L.5	Demonstrate understanding of word relationships and nuances in word meanings. <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 7727): pp. 36–39, 46–49 <i>TABE Mastery Language: Level E</i> (NRP 7685): pp. 61–73			
<ul style="list-style-type: none"> Select words with similar meanings 		a. Distinguish the literal and non-literal meanings of words and phrases in context (e.g., <i>take steps</i>). <i>Scoreboost for TABE: Level E Language</i> (NRP 7727): p. 36–37 <i>TABE Mastery Language: Level E</i> (NRP 7685): pp. 61–67			
		b. Identify real-life connections between words and their use (e.g., describe people who are <i>friendly</i> or <i>helpful</i>). <i>Scoreboost for TABE: Level E Language</i> (NRP 7727): p. 38–39 <i>TABE Mastery Language: Level E</i> (NRP 7685): pp. 61–67			
		c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty. <i>Journey to Success 3 Student Book</i> (NRP 7104): p. 139 <i>Scoreboost for TABE: Level E Language</i> (NRP 7727): p. 40–41 <i>TABE Mastery Language: Level E</i> (NRP 7685): 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"> 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., <i>When other kids are happy that makes me happy</i>).</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>)</p> <p><i>Journey to Success 2 Student Book</i> (NRP 7102): pp. 94, 120</p> <p><i>Scoreboost for TABE: Level E Language</i> (NRP 7727): pp. 46–47, 49</p> <p><i>TABE Mastery Language: Level E</i> (NRP 7685): pp. 80–84</p>			
<ul style="list-style-type: none"> Use spatial words in multiple sentences across a paragraph Use words and phrases to signal temporal relationships Use words to signal a relationship between ideas 	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., <i>After dinner that night we went looking for them</i>).</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>)</p> <p><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</p> <p><i>Scoreboost for TABE: Level E Language</i> (NRP 7727): pp. 46–47, 49</p> <p><i>TABE Mastery Language: Level E</i> (NRP 7685): pp. 80–84</p>			

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"> Combine simple sentences using a correlative conjunction Explain the function of a conjunction Identify correct usage of relative pronouns Maintain the correct verb tense for common words Maintain the correct verb tense in more complex words Revise advanced compound-complex sentences to improve clarity Use basic commonly confused words Use conventional adjective order in more complex sentences Use more complex commonly confused words Use relative pronouns within a sentence Make a sentence-level revision in a complex sentence to use precise language 	4.L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <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 <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 7733): pp. 4–13, 28–29 <i>TABE Mastery Language: Level M</i> (NRP 7691): pp. 16–31			

LANGUAGE

LEVEL M (AE–CCR LEVEL C)

TABE Skill Description	Standard	Description / Materials	Assigned	Completed	Proficiency
<ul style="list-style-type: none"> Combine simple sentences using a correlative conjunction Explain the function of a conjunction Identify correct usage of relative pronouns Maintain the correct verb tense for common words Maintain the correct verb tense in more complex words Revise advanced compound-complex sentences to improve clarity Use basic commonly confused words Use conventional adjective order in more complex sentences Use more complex commonly confused words Use relative pronouns within a sentence Make a sentence-level revision in a complex sentence to use precise language 	5.L.1	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><i>Challenger 5 Writing Book</i> (NRP 2904): pp. 5, 7, 9, 11, 15, 17, 19, 36</p> <p><i>Challenger Teacher's Manual 5–8</i> (NRP 2577): pp. 48, 49, 50–51, 53, 56–58, 69</p> <p><i>Journey to Success 5 Student Book</i> (NRP 7108): pp. 138</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 7733): pp. 10–13, 28–29</p> <p><i>TABE Mastery Language: Level M</i> (NRP 7691): pp. 23–31</p>			
<ul style="list-style-type: none"> Explain the function of an ellipsis in a sentence with omitted text or pauses Use commas and quotation marks in dialogue Use commas in compound sentences Use commas in longer compound sentences Use commas with introductory prepositional phrases Use correct capitalization Use commas with single-word items in a series Use correct spelling with complex tier 2 words Use correct spelling with tier 1 words 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 7733): pp. 14–15, 18–23, 29–30</p> <p><i>TABE Mastery Language: Level M</i> (NRP 7691): pp. 32–44</p>			

LANGUAGE

LEVEL M (AE–CCR LEVEL C)

TABE Skill Description	Standard	Description / Materials	Assigned	Completed	Proficiency
<ul style="list-style-type: none"> Explain the function of an ellipsis in a sentence with omitted text or pauses Use commas and quotation marks in dialogue Use commas in compound sentences Use commas in longer compound sentences Use commas with introductory prepositional phrases Use correct capitalization Use commas with single-word items in a series Use correct spelling with complex tier 2 words Use correct spelling with tier 1 words Use italics for book titles 	5.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <i>Challenger Teacher's Manual 5–8</i> (NRP 2577): pp. 47, 49, 51, 53, 55–58, 60–67, 69–72 <i>Journey to Success 5 Student Book</i> (NRP 7108): pp. 136, 137, 139, 142 <i>NRP Online Learning: Pre–HSE Reading/Language</i> (NRP 7165): Unit 4, Lessons 4, 7 <i>Scoreboost for TABE: Level M Language</i> (NRP 7733): pp. 16–21, 29 <i>TABE Mastery Language: Level M</i> (NRP 7691): pp. 32–44			
KNOWLEDGE OF LANGUAGE					
<ul style="list-style-type: none"> Combine simple sentences using dependent clauses Choose sentences that use the most precise language Make word-level revisions to a complex sentence using a precise word Make word-level revisions to a simple sentence using a precise word 	4.L.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening. <i>Scoreboost for TABE: Level M Language</i> (NRP 7733): pp. 24–25, 30, 32–33, 42 <i>TABE Mastery Language: Level M</i> (NRP 7691): pp. 45–51, 56–64			
		a. Choose words and phrases to convey ideas precisely. <i>Challenger 4 Student Book</i> (NRP 2571): pp. 7, 8–9, 12, 13, 18, 21, 22, 27, 28, 29–30, 31, 35, 36, 40, 41, 44–45, 46, 49, 51, 52, 55, 57, 58–59, 60, 61, 65, 66, 70, 71, 72, 76, 77, 80, 81, 88–89, 90, 97, 98–99, 102, 103, 104, 107, 108, 109, 113, 114–115, 120–121, 123–125, 126 <i>Challenger Teacher's Manual 1–4</i> (NRP 2576): pp. 118, 119, 121, 122, 124, 125, 127, 128, 130, 131, 140 <i>Journey to Success 4 Student Book</i> (NRP 7106): p. 41 <i>Scoreboost for TABE: Level M Language</i> (NRP 7733): pp. 32–33, 42 <i>TABE Mastery Language: Level M</i> (NRP 7691): pp. 56–64			

LANGUAGE

LEVEL M (AE–CCR LEVEL C)

TABE Skill Description	Standard	Description / Materials	Assigned	Completed	Proficiency
<ul style="list-style-type: none"> Choose punctuation for effect 	4.L.3 (cont.)	b. Choose punctuation for effect. <i>Scoreboost for TABE: Level M Language</i> (NRP 7733): pp. 24–25,30 <i>TABE Mastery Language: Level M</i> (NRP 7691): pp. 45–51			
<ul style="list-style-type: none"> Determine when to use formal and informal language Identify sentences that use informal language Use language appropriate to intended audience 		c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion). <i>Scoreboost for TABE: Level M Language</i> (NRP 7733): pp. 32–33, 42 <i>TABE Mastery Language: Level M</i> (NRP 7691): pp. 56–64			
<ul style="list-style-type: none"> Combine complex sentences using dependent clauses Combine longer sentences using a correlative conjunction 		Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Expand, combine, and reduce sentences for meaning, reader/ listener interest, and style. <i>Challenger 5 Writing Book</i> (NRP 2904): pp. 5, 7, 9, 11, 13, 15, 17, 26, 29, 30, 32, 36, 44 <i>Challenger Teacher's Manual 5–8</i> (NRP 2577): pp. 48–51, 53, 56–58, 62–66, 69–70 <i>Journey to Success 5 Student Book</i> (NRP 7108): pp. 107, 135, 141 <i>NRP Online Learning: Pre–HSE Reading/Language</i> (NRP 7165): Unit 5, Lessons 1, 2, 3; Unit 6, Lesson 4 <i>Scoreboost for TABE: Level M Language</i> (NRP 7733): pp. 26–27, 32–35, 30, 42 <i>TABE Mastery Language: Level M</i> (NRP 7691): pp. 45–51, 56–64			

LANGUAGE

LEVEL M (AE–CCR LEVEL C)

TABE Skill Description	Standard	Description / Materials	Assigned	Completed	Proficiency
VOCABULARY ACQUISITION AND USE					
<ul style="list-style-type: none"> Determine the word or phrase that provides context for a word's meaning 	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 7733): pp. 36–37, 42–43</p> <p><i>TABE Mastery Language: Level M</i> (NRP 7691): pp. 65–72</p>			
<ul style="list-style-type: none"> Select a definition of a word used in context Determine the meaning of words embedded in longer passages 		<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</p> <p><i>Journey to Success 4 Student Book</i> (NRP 7106): pp. 9, 19, 29, 41, 51, 73, 83, 93, 105, 115, 125</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 7733): pp. 36–37, 42–43</p> <p><i>TABE Mastery Language: Level M</i> (NRP 7691): pp. 65–72</p>			

LANGUAGE

LEVEL M (AE–CCR LEVEL C)

TABE Skill Description	Standard	Description / Materials	Assigned	Completed	Proficiency
<ul style="list-style-type: none"> Determine the meaning of a root word Use root words to determine the meaning of less common words 	4.L.4 (cont.)	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. <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 7733): pp. 36–37, 42–43 <i>TABE Mastery Language: Level M</i> (NRP 7691): pp. 65–72			
<ul style="list-style-type: none"> Use reference materials to determine the precise meaning of tier 1 words Use reference materials to choose the most precise word from similar-meaning words Use reference materials to determine words that fit the context of a sentence 		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. <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 7733): pp. 36–37, 42–43 <i>TABE Mastery Language: Level M</i> (NRP 7691): p. 65–72			

LANGUAGE

LEVEL M (AE–CCR LEVEL C)

TABE Skill Description	Standard	Description / Materials	Assigned	Completed	Proficiency
<ul style="list-style-type: none"> Determine the word or phrase that provides context for a word's meaning 	5.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.			
<ul style="list-style-type: none"> Determine the meaning of high-level words and use the words within context Determine the meaning of tier 2 words in context 		a. Use context (e.g., definitions, examples, restatements, cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. <i>Challenger 5 Writing Book</i> (NRP 2904): pp. 20, 26, 44, 49–50, 55, 56, 57, 61, 69, 75, 82, 89, 90, 91, 93, 103, 109, 114, 120, 121, 123–124, 141–142, 148, 155, 158–159, 160–161 <i>Challenger Teacher's Manual 5–8</i> (NRP 2577): pp. 49, 51, 56–58, 61, 62, 63, 65, 67, 70, 71 <i>Journey to Success 5 Student Book</i> (NRP 7108): pp. 9, 15, 19, 25, 29, 31, 33, 35, 41, 47, 51, 57, 61, 73, 79, 83, 89, 93, 99, 105, 115, 121, 136 <i>Scoreboost for TABE: Level M Language</i> (NRP 7733): pp. 36–37, 42–43 <i>TABE Mastery Language: Level M</i> (NRP 7691): p. 65–72			
<ul style="list-style-type: none"> Determine the meaning of a root word Use root words to determine the meaning of less common words 		b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>telegraph</i> , <i>autograph</i> , <i>photograph</i> , <i>photosynthesis</i>). <i>Challenger 5 Writing Book</i> (NRP 2904): pp. 44, 51, 56, 57, 89, 109, 114, 120 <i>Journey to Success 5 Student Book</i> (NRP 7108): pp. 14, 24, 34, 46, 56, 66, 78, 88, 98, 110, 120, 130 <i>Scoreboost for TABE: Level M Language</i> (NRP 7733): pp. 36–37, 42–43 <i>TABE Mastery Language: Level M</i> (NRP 7691): p. 65–72			
<ul style="list-style-type: none"> Use reference materials to determine the precise meaning of tier 2 words Use reference materials to choose the most precise word from similar-meaning words Use reference materials to determine words that fit the context of a sentence Select more complex tier 1 words with similar meanings 		c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. <i>Challenger Teacher's Manual 5–8</i> (NRP 2577): pp. 47, 49, 51, 53, 55–58, 60–67, 69–72 <i>Journey to Success 5 Student Book</i> (NRP 7108): pp. 46, 56, 61, 73, 78, 88, 98, 110, 120, 130 <i>Scoreboost for TABE: Level M Language</i> (NRP 7733): pp. 36–37, 42–43 <i>TABE Mastery Language: Level M</i> (NRP 7691): p. 65–72			

LANGUAGE

LEVEL M (AE–CCR LEVEL C)

TABE Skill Description	Standard	Description / Materials	Assigned	Completed	Proficiency
<ul style="list-style-type: none"> Select more complex tier 1 words with similar meanings 	5.L.5	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</p>			
		<p><i>Challenger 5 Writing Book</i> (NRP 2904): pp. 15, 21, 25, 29, 43, 60, 91, 92, 113, 121, 159, 160</p> <p><i>Journey to Success 5 Student Book</i> (NRP 7108): pp. 19, 41, 79, 83, 131</p> <p><i>Scoreboost for TABE: Level M Language</i> (NRP 7733): pp. 36–41, 43–44</p> <p><i>TABE Mastery Language: Level M</i> (NRP 7691): p. 65–79</p>			
<ul style="list-style-type: none"> Use words to signal a relationship between ideas 	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., <i>however</i>, <i>although</i>, <i>nevertheless</i>, <i>similarly</i>, <i>moreover</i>, <i>in addition</i>).</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 7733): pp. 40–41, 43–44</p> <p><i>TABE Mastery Language: Level M</i> (NRP 7691): pp. 80–83</p>			

LANGUAGE

LEVEL M (AE–CCR LEVEL C)

TABE Skill Description	Standard	Description / Materials	Assigned	Completed	Proficiency
TEXT TYPES AND PURPOSES					
<ul style="list-style-type: none"> Add an introduction or a conclusion to a moderately complex opinion paragraph 	5.W.1	<p>Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p><i>Challenger 5 Student Book</i> (NRP 2572): pp. 42, 48, 55, 56, 75, 81, 87, 108, 113, 134, 141, 147, 153</p> <p><i>Challenger 5 Writing Book</i> (NRP 2904): pp. 4–14, 16–21, 23, 25, 27, 41, 47</p> <p><i>Challenger Teacher’s Manual 5–8</i> (NRP 2577): pp. 48, 50, 56, 60, 62, 63, 65, 66, 67, 72</p> <p><i>Journey to Success 5 Student Book</i> (NRP 7108): pp. 58–59</p> <p><i>NRP Online Learning: Pre–HSE Reading/Language</i> (NRP 7165): Unit 5, Lesson 3; Unit 6, Lessons 1, 2, 3, 4</p> <p><i>Scoreboost for TABE: Level M Language</i> (NRP 7733): pp. 45–46, 51, 53–54</p> <p><i>TABE Mastery Language: Level M</i> (NRP 7691): pp. 88–93</p>			
<ul style="list-style-type: none"> Revise an introduction of a moderately complex opinion paragraph 		<p>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.</p> <p><i>Challenger 5 Student Book</i> (NRP 2572): pp. 42, 48</p> <p><i>Challenger 5 Writing Book</i> (NRP 2904): pp. 16–21, 23, 41, 43</p> <p><i>Challenger Teacher’s Manual 5–8</i> (NRP 2577): pp. 56</p> <p><i>Journey to Success 5 Student Book</i> (NRP 7108): pp. 58–59</p> <p><i>NRP Online Learning: Pre–HSE Reading/Language</i> (NRP 7165): Unit 6, Lessons 1, 2, 3</p> <p><i>Scoreboost for TABE: Level M Language</i> (NRP 7733): pp. 45–46, 51, 53–54</p> <p><i>TABE Mastery Language: Level M</i> (NRP 7691): pp. 88–93</p>			
<ul style="list-style-type: none"> Add support for a counterclaim in an argumentative or informational paragraph Add supporting evidence to a moderately complex opinion paragraph Revise supporting evidence in an opinion paragraph 		<p>b. Provide logically ordered reasons that are supported by facts and details.</p> <p><i>Challenger 5 Student Book</i> (NRP 2572): pp. 81</p> <p><i>Challenger 5 Writing Book</i> (NRP 2904): pp. 4–14, 16–21, 23, 27, 41, 43</p> <p><i>Challenger Teacher’s Manual 5–8</i> (NRP 2577): pp. 63, 72</p> <p><i>Journey to Success 5 Student Book</i> (NRP 7108): pp. 58–59</p> <p><i>NRP Online Learning: Pre–HSE Reading/Language</i> (NRP 7165): Unit 6, Lesson 4</p> <p><i>Scoreboost for TABE: Level M Language</i> (NRP 7733): pp. 45–46, 51, 53–54</p> <p><i>TABE Mastery Language: Level M</i> (NRP 7691): pp. 88–93</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 transitional word in a moderately complex opinion paragraph Add a transitional sentence to a moderately complex opinion paragraph 	5.W.1 (cont.)	c. Link opinion and reasons using words, phrases, and clauses. <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 7733): pp. 45–46, 51, 53–54 <i>TABE Mastery Language: Level M</i> (NRP 7691): pp. 88–93			
<ul style="list-style-type: none"> Add a conclusion to a moderately complex opinion paragraph about a lesser-known topic Add a conclusion to a more complex opinion paragraph 		d. Provide a concluding statement or section related to the opinion presented. <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 7733): pp. 45–46, 51, 53–54 <i>TABE Mastery Language: Level M</i> (NRP 7691): pp. 88–93			
<ul style="list-style-type: none"> Add an introduction or a conclusion to a moderately complex informational paragraph Revise a conclusion of a moderately complex informational paragraph 	4.W.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. <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 7733): pp. 47–52, 54 <i>TABE Mastery Language: Level M</i> (NRP 7691): pp. 94–100			
<ul style="list-style-type: none"> Group related details in a logical order within a paragraph 		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. <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 7733): pp. 47–52, 54 <i>TABE Mastery Language: Level M</i> (NRP 7691): pp. 94–100			

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 a moderately complex informational paragraph Add details to a moderately complex informational paragraph about a lesser known topic 	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 7733): pp. 47–52, 54 <i>TABE Mastery Language: Level M</i> (NRP 7691): pp. 94–100			
<ul style="list-style-type: none"> Use transitional words or phrases within a moderately complex paragraph Use transitional words to combine or connect sentences 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 7733): pp. 47–52, 54 <i>TABE Mastery Language: Level M</i> (NRP 7691): pp. 94–100			
<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 7733): pp. 47–52, 54 <i>TABE Mastery Language: Level M</i> (NRP 7691): pp. 94–100			
<ul style="list-style-type: none"> Add a conclusion to a more complex 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 7733): pp. 47–52, 54 <i>TABE Mastery Language: Level M</i> (NRP 7691): pp. 94–100			

Student _____

Instructor/Class _____

LANGUAGE					
LEVEL D (AE–CCR LEVEL D)					
TABE Skill Description	Standard	Description / Materials	Assigned	Completed	Proficiency
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 7739): pp. 40–42, 50–51</p> <p><i>TABE Mastery Language: Level D</i> (NRP 7697): pp. 91–98</p>			

LANGUAGE

LEVEL D (AE–CCR LEVEL D)

TABE Skill Description	Standard	Description / Materials	Assigned	Completed	Proficiency
<ul style="list-style-type: none"> Introduce a specific claim in a short argumentative paragraph Provide a counterclaim for an argumentative claim Revise an argumentative paragraph to address the counterclaim 	7.W.1 (cont.)	a. Introduce claim(s): acknowledge alternate or opposing claims, and organize the reasons and evidence logically. <i>Challenger 7 Student Book</i> (NRP 2574): pp. 25, 33, 49, 57, 66, 89, 103, 112, 132, 175, 182 <i>Challenger 7 Writing Book</i> (NRP 2906): pp. 14–17, 20, 21, 24–28, 30, 31, 36–39, 46–48 <i>Challenger Teacher’s Manual 5–8</i> (NRP 2577): pp. 110, 111, 114, 116, 117, 120, 124, 125 <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 7739): pp. 40–42, 50–51 <i>TABE Mastery Language: Level D</i> (NRP 7697): pp. 91–98			
<ul style="list-style-type: none"> Add support for a counterclaim in an argumentative or informational paragraph Add supporting evidence to a complex argumentative paragraph 		b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. <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 7739): pp. 40–42, 50–51 <i>TABE Mastery Language: Level D</i> (NRP 7697): pp. 91–98			
<ul style="list-style-type: none"> Add a conclusion to a complex argumentative paragraph about a common topic Add a conclusion to an advanced argumentative paragraph about a complex topic 		e. Provide a concluding statement or section that follows from and supports the argument presented. <i>Journey to Success 7 Student Book</i> (NRP 7434): pp. 68–69 <i>Pre–HSE Core Skills in Reading & Writing</i> (NRP 2882): pp. 133, 137, 138 <i>Pre–HSE Workbook: Writing 2</i> (NRP 2642): pp. 32, 33, 42, 43 <i>Scoreboost for TABE: Level D Language</i> (NRP 7739): pp. 40–42, 50–51 <i>TABE Mastery Language: Level D</i> (NRP 7697): pp. 91–98			

LANGUAGE

LEVEL D (AE–CCR LEVEL D)

TABE Skill Description	Standard	Description / Materials	Assigned	Completed	Proficiency
<ul style="list-style-type: none"> Add support for a specific claim in a complex informational paragraph Add supporting details to a complex informational paragraph Add supporting details to a complex informational paragraph about a lesser-known topic Add supporting details to a short complex informational paragraph 	7.W.2	<p>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization and analysis of relevant content.</p> <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> <p><i>Scoreboost for TABE: Level D Language</i> (NRP 7739): pp. 46–52</p> <p><i>TABE Mastery Language: Level D</i> (NRP 7697): pp. 110–116</p>			
<ul style="list-style-type: none"> Add a transitional sentence to an informational paragraph 		<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 7739): pp. 46–52</p> <p><i>TABE Mastery Language: Level D</i> (NRP 7697): pp. 110–116</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 a conclusion to a complex informational paragraph about a complex topic 	7.W.2 (cont.)	<p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p> <hr/> <p><i>Challenger 6 Writing Book</i> (NRP 2905): pp. 21, 23, 25, 27, 29, 31, 39, 41, 43, 46</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</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 6, Lessons 1, 3</p> <p><i>Pre–HSE Core Skills in Reading & Writing</i> (NRP 2882): p. 134</p> <p><i>Pre–HSE Workbook: Writing 2</i> (NRP 2642): p. 43</p> <p><i>Scoreboost for TABE: Level D Language</i> (NRP 7739): pp. 46–52</p> <p><i>TABE Mastery Language: Level D</i> (NRP 7697): pp. 110–116</p>			

LANGUAGE

LEVEL D (AE–CCR LEVEL D)

TABE Skill Description	Standard	Description / Materials	Assigned	Completed	Proficiency
<ul style="list-style-type: none"> • Add an introduction to a complex informational paragraph • Add an introduction to a short but complex informational paragraph 	8.W.2	<p>Write informative / explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>a. 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> <hr/> <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 7739): pp. 43–52</p> <p><i>TABE Mastery Language: Level D</i> (NRP 7697): pp. 110–116</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 a transitional sentence to an informational paragraph 	8.W.2 (cont.)	c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. <i>Challenger 6 Writing Book</i> (NRP 2905): pp. 31, 39 <i>Challenger 7 Writing Book</i> (NRP 2906): pp. 10, 14, 16, 18 <i>Challenger Teacher's Manual 5–8</i> (NRP 2577): pp. 94–98 <i>Journey to Success 6 Student Book</i> (NRP 7110): pp. 58–59 <i>Journey to Success 7 Student Book</i> (NRP 7434): pp. 30–31, 42–43, 56–57 <i>Journey to Success 8 Student Book</i> (NRP 7436): pp. 18–19, 68–69, 106–107, 118–119 <i>NRP Online Learning: Pre–HSE Reading/Language</i> (NRP 7165): Unit 5, Lesson 3; Unit 6, Lesson 3 <i>Pre–HSE Core Skills in Reading & Writing</i> (NRP 2882): pp. 121–122, 134 <i>Pre–HSE Workbook: Writing 2</i> (NRP 2642): pp. 20–23 <i>Scoreboost for TABE: Level D Language</i> (NRP 7739): pp. 46–52 <i>TABE Mastery Language: Level D</i> (NRP 7697): pp. 110–116			
<ul style="list-style-type: none"> Add a conclusion to a complex informational paragraph about a complex topic 		f. Provide a concluding statement or section that follows from and supports the information or explanation presented. <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 <i>Scoreboost for TABE: Level D Language</i> (NRP 7739): pp. 43–52 <i>TABE Mastery Language: Level D</i> (NRP 7697): pp. 110–116			

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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 7739): pp. 43–52</p> <p><i>TABE Mastery Language: Level D</i> (NRP 7697): pp. 99–109</p>			

LANGUAGE

LEVEL D (AE–CCR LEVEL D)

TABE Skill Description	Standard	Description / Materials	Assigned	Completed	Proficiency
<ul style="list-style-type: none"> Add an introduction to a complex informational paragraph Add an introduction to a short but complex informational paragraph 	6–8 WHST.2 (cont.)	<p>a. 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 7739): pp. 43–45</p> <p><i>TABE Mastery Language: Level D</i> (NRP 7697): pp. 99–109</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 support for a specific claim in a complex informational paragraph • Add supporting details to a complex informational paragraph • Add supporting details to a complex informational paragraph about a lesser-known topic • Add supporting details to a short complex 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> <p><i>Scoreboost for TABE: Level D Language</i> (NRP 7739): pp. 43–45</p> <p><i>TABE Mastery Language: Level D</i> (NRP 7697): pp. 99–109</p>			
<ul style="list-style-type: none"> • Add a transitional sentence to an informational paragraph 		<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 7739): pp. 46–47</p> <p><i>TABE Mastery Language: Level D</i> (NRP 7697): pp. 99–109</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 7739): pp. 46–47 <i>TABE Mastery Language: Level D</i> (NRP 7697): p. 101</p>			
<ul style="list-style-type: none"> Add a conclusion to a complex informational paragraph about a complex topic 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 <i>Scoreboost for TABE: Level D Language</i> (NRP 7739): pp. 46–47 <i>TABE Mastery Language: Level D</i> (NRP 7697): pp. 99–109</p>			

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 intensive pronouns correctly • Make corrections to ambiguous pronoun usage • Combine complex or compound sentences while maintaining clarity • Identify complex sentences with parallel structure • Revise advanced compound-complex sentences to improve clarity • Revise compound sentences to improve clarity • Use verbals as a subject 	6.L.1	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><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 7739): pp. 4–9, 28–30 <i>TABE Mastery Language: Level D</i> (NRP 7697): pp. 15–23 <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 intensive pronouns correctly • Make corrections to ambiguous pronoun usage • Combine complex or compound sentences while maintaining clarity • Identify complex sentences with parallel structure • Revise advanced compound-complex sentences to improve clarity • Revise compound sentences to improve clarity • Use verbals as a subject 	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 <i>Challenger 7 Writing Book</i> (NRP 2906): pp. 20, 22, 24, 26, 28, 30, 32, 38, 40, 42, 47 <i>Challenger Teacher’s Manual 5–8</i> (NRP 2577): pp. 114–117, 119–121, 125–127 <i>Journey to Success 7 Student Book</i> (NRP 7434): pp. 159, 161, 163 <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 7739): pp. 10–13, 28–29 <i>TABE Mastery Language: Level D</i> (NRP 7697): pp. 29–30 <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 subject and object pronouns correctly • Use intensive pronouns correctly • Make corrections to ambiguous pronoun usage • Combine complex or compound sentences while maintaining clarity • Identify complex sentences with parallel structure • Revise advanced compound-complex sentences to improve clarity • Revise compound sentences to improve clarity • Use verbals as a subject 	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 7739): pp. 14–17, 28–30</p> <p><i>TABE Mastery Language: Level D</i> (NRP 7697): pp. 31–40</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"> • Explain the function of an ellipsis in a sentence with omitted text or pauses • Use and punctuate coordinate adjectives correctly • Use commas to set off nonrestrictive clauses • Use an ellipsis in a sentence with omitted text or pauses • Use and identify correct usage of semicolons in compound-complex sentences • Use and punctuate more complex coordinate adjectives correctly • Use commas to set off more complex nonrestrictive clauses • Use correct spelling with basic tier 2 words • Use correct spelling with complex tier 1 words • Use correct spelling with complex tier 2 words 	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 7739): pp. 18–23</p> <p><i>TABE Mastery Language: Level D</i> (NRP 7697): pp. 31–40, 52–58</p> <p><i>WorkWise: Writing at Work</i> (NRP 2194): pp. 5–13</p>			

LANGUAGE

LEVEL D (AE–CCR LEVEL D)

TABE Skill Description	Standard	Description / Materials	Assigned	Completed	Proficiency
<ul style="list-style-type: none"> Explain the function of an ellipsis in a sentence with omitted text or pauses Use and punctuate coordinate adjectives correctly Use commas to set off nonrestrictive clauses Use an ellipsis in a sentence with omitted text or pauses Use and identify correct usage of semicolons in compound-complex sentences Use and punctuate more complex coordinate adjectives correctly Use commas to set off more complex nonrestrictive clauses Use correct spelling with basic tier 2 words Use correct spelling with complex tier 1 words Use correct spelling with complex tier 2 words 	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 7739): pp. 18–19, 22–23, 28–30 <i>TABE Mastery Language: Level D</i> (NRP 7697): pp. 41–46, 52–58 <i>WorkWise: Writing at Work</i> (NRP 2194): pp. 5–13</p>			
<ul style="list-style-type: none"> Explain the function of an ellipsis in a sentence with omitted text or pauses Use and punctuate coordinate adjectives correctly Use commas to set off nonrestrictive clauses Use an ellipsis in a sentence with omitted text or pauses Use and identify correct usage of semicolons in compound-complex sentences Use and punctuate more complex coordinate adjectives correctly Use commas to set off more complex nonrestrictive clauses Use correct spelling with basic tier 2 words Use correct spelling with complex tier 1 words Use correct spelling with complex tier 2 words 	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 7739): pp. 18–23, 28–30 <i>TABE Mastery Language: Level D</i> (NRP 7697): pp. 41–58 <i>WorkWise: Writing at Work</i> (NRP 2194): pp. 5–13</p>			

LANGUAGE

LEVEL D (AE–CCR LEVEL D)

TABE Skill Description	Standard	Description / Materials	Assigned	Completed	Proficiency
KNOWLEDGE OF LANGUAGE					
	6.L.3	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <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 5–8</i> (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 7739): pp. 24–25, 30 <i>TABE Mastery Language: Level D</i> (NRP 7697): pp. 57–64</p>			
• Revise a paragraph to maintain style		<p>b. 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 7739): pp. 24–25, 30 <i>TABE Mastery Language: Level D</i> (NRP 7697): pp. 57–64 <i>WorkWise: Writing at Work</i> (NRP 2194): pp. 47–56</p>			

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LEVEL D (AE–CCR LEVEL D)

TABE Skill Description	Standard	Description / Materials	Assigned	Completed	Proficiency
	7.L.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening. <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 7739): pp. 26–27, 30 <i>TABE Mastery Language: Level D</i> (NRP 7697): pp. 65–71 <i>WorkWise: Writing at Work</i> (NRP 2194): pp. 5–13, 37–46, 47–56			
<ul style="list-style-type: none"> • Make a sentence-level revision in a complex or compound sentence to use precise language • Make a sentence-level revision in a complex sentence to use precise language • Make a sentence-level revision in a simple sentence to use precise language • Make a word-level revision to a sentence to use precise language • Revise compound-complex sentences to improve clarity 		a. Use knowledge of language and its conventions when writing, speaking, reading, or listening. Vary sentence patterns for meaning, reader/listener interest, and style. <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 7739): pp. 26–27, 30 <i>TABE Mastery Language: Level D</i> (NRP 7697): pp. 65–71 <i>WorkWise: Writing at Work</i> (NRP 2194): pp. 5–13, 37–46, 47–56			

LANGUAGE

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 a multiple-meaning word Determine the meaning of common multiple-meaning words 	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</p> <p><i>Challenger Teacher’s Manual 5–8</i> (NRP 2577): pp. 77, 79–87, 89–92, 94–96, 98</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, 73, 78, 79, 83, 88, 89, 93, 98, 99, 105, 110, 111, 120, 130</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 7739): pp. 32–35, 38–39</p> <p><i>TABE Mastery Language: Level D</i> (NRP 7697): pp. 75–81</p>			
<ul style="list-style-type: none"> Revise a sentence to maintain language appropriate to purpose 	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 (<i>A goal of Challenger is to assist students in acquiring and using grade-appropriate vocabulary and word knowledge</i>)</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 7739): pp. 36–37, 39</p> <p><i>TABE Mastery Language: Level D</i> (NRP 7697): p. 82–87</p>			

Student _____

Instructor/Class _____

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 (NRP 7746): pp. 22–27, 33–37</i> <i>TABE Mastery Language: Level A (NRP 7703): pp. 48–57</i>			
<ul style="list-style-type: none"> Identify counterclaims in an advanced argumentative paragraph Identify claims in an advanced argumentative paragraph Provide a counterclaim for an argumentative claim 		a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence. <i>Scoreboost for TABE: Level A Language (NRP 7746): pp. 22–27, 44–45</i> <i>TABE Mastery Language: Level A (NRP 7703): pp. 48–57</i>			
<ul style="list-style-type: none"> Add support for a specific claim in a complex argumentative paragraph 		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 7746): pp. 22–27, 44–45</i> <i>TABE Mastery Language: Level A (NRP 7703): pp. 48–57</i>			
<ul style="list-style-type: none"> Use sentence-level transitional phrases in an argumentative text Use transitional words to clarify evidence in an argumentative paragraph 		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 7746): pp. 22–27, 44–45</i> <i>TABE Mastery Language: Level A (NRP 7703): pp. 48–57</i>			
<ul style="list-style-type: none"> Add a conclusion to an advanced argumentative paragraph about a lesser-known topic Add a conclusion to an advanced argumentative paragraph about a complex topic 		e. Provide a concluding statement or section that follows from and supports the argument presented. <i>Scoreboost for TABE: Level A Language (NRP 7746): p. 22–27, 44–45</i> <i>TABE Mastery Language: Level A (NRP 7703): pp. 48–57</i>			

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 (NRP 7746): pp. 28–32</i> <i>TABE Mastery Language: Level A (NRP 7703): pp. 58–66</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 7746): pp. 28–32</i> <i>TABE Mastery Language: Level A (NRP 7703): pp. 58–66</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 7746): pp. 30–31</i> <i>TABE Mastery Language: Level A (NRP 7703): pp. 59–61</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 7746): pp. 30–31</i> <i>TABE Mastery Language: Level A (NRP 7703): pp. 61–62</i>			
	9–10. WHST.1	Write arguments focused on discipline-specific content. <i>Scoreboost for TABE: Level A Language (NRP 7746): pp. 33–37, 45–46</i> <i>TABE Mastery Language: Level A (NRP 7703): pp. 67–74</i>			
		a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence. <i>Scoreboost for TABE: Level A Language (NRP 7746): pp. 33–37, 45–46</i> <i>TABE Mastery Language: Level A (NRP 7703): 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 7746): pp. 33–37, 45–46</i> <i>TABE Mastery Language: Level A (NRP 7703): pp. 67–74</i>			

LANGUAGE

LEVEL A (AE–CCR LEVEL E)

TABE Skill Description	Standard	Description / Materials	Assigned	Completed	Proficiency
• Use correct transition words	9–10. WHST.1 (cont.)	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 7746): pp. 35–36, 45–46</i> <i>TABE Mastery Language: Level A (NRP 7703): pp. 67–74</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 7746): pp. 33–37, 45–46</i> <i>TABE Mastery Language: Level A (NRP 7703): p. 67–74</i>			
	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 7746): pp. 38–43, 44, 46</i> <i>TABE Mastery Language: Level A (NRP 7703): 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 7746): pp. 38–43</i> <i>TABE Mastery Language: Level A (NRP 7703): 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 7746): pp. 38–43</i> <i>TABE Mastery Language: Level A (NRP 7703): pp. 75–82</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 7746): pp. 38–43</i> <i>TABE Mastery Language: Level A (NRP 7703): pp. 75–82</i>			

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"> Identify simple sentences with basic parallel structure Combine compound-complex sentences to maintain clarity and variety Combine sentences within a paragraph to improve clarity and variety Identify simple sentences with moderately complex parallel structure Identify compound-complex sentences with parallel structure Identify complex sentences with parallel structure 	9–10.L.1	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><i>Scoreboost for TABE: Level A Language</i> (NRP 7746): pp. 4–7, 13–15 <i>TABE Mastery Language: Level A</i> (NRP 7703): pp. 14–20</p>			
<ul style="list-style-type: none"> Inconsistently use and identify correct usage of semicolons in basic compound sentences 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 semicolons in complex or compound sentences 	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</i> (NRP 7746): pp. 8–12, 14–15 <i>TABE Mastery Language: Level A</i> (NRP 7703): pp. 21–27</p>			

LANGUAGE

LEVEL A (AE–CCR LEVEL E)

TABE Skill Description	Standard	Description / Materials	Assigned	Completed	Proficiency
KNOWLEDGE OF LANGUAGE AND VOCABULARY					
<ul style="list-style-type: none"> Determine the meaning of multiple meaning words Differentiate between the nuanced meaning of multiple meaning words Determine the meaning of more complex multiple-meaning words Determine the meaning of more than one multiple-meaning words 	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 (NRP 7746): pp. 16–17, 20</i> <i>TABE Mastery Language: Level A (NRP 7703): pp. 32–43</i>			
<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 Determine the meaning of less common complex tier 2 words in context Determine the meaning of words in context and choose sentences that use the words correctly 		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 (NRP 7746): pp. 16–17</i> <i>TABE Mastery Language: Level A (NRP 7703): pp. 32–37</i>			
<ul style="list-style-type: none"> Identify and use parts of speech to determine the meaning of high-level words 		b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable). <i>Scoreboost for TABE: Level A Language (NRP 7746): pp. 16–17</i> <i>TABE Mastery Language: Level A (NRP 7703): pp. 32–37</i>			
<ul style="list-style-type: none"> Determine the correct usage of a word in context based on meaning 	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 (NRP 7746): pp. 16–17</i> <i>TABE Mastery Language: Level A (NRP 7703): pp. 32–37</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
CRAFT AND STRUCTURE, VOCABULARY ACQUISITION AND USE					
<ul style="list-style-type: none"> Determine the meaning of a grade-level tier 1 word in context Determine the meaning of a more difficult tier 1 word in context Determine the meaning of a tier 2 word in context Determine the meaning of a phrase in context Determine the meaning of a tier 1 word in context Determine the meaning of a tier 2 / multiple meaning word in context Determine the nonliteral meaning of a phrase used in a moderately complex text Determine the nonliteral meaning of a phrase used in a slightly complex text Determine the nonliteral meaning of a phrase used in a slightly to moderately complex text 	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</p> <p><i>Scoreboost for TABE Level E: Reading</i> (NRP 7728): pp. 31–34, 44–45</p> <p><i>TABE Mastery Reading: Level E</i> (NRP 7684): pp. 71–78</p>			
<ul style="list-style-type: none"> Use text features to locate details in slightly complex texts Use text features to locate details in slightly to moderately 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</p> <p><i>Scoreboost for TABE Level E: Reading</i> (NRP 7728): pp. 39–41, 46</p> <p><i>TABE Mastery Reading: Level E</i> (NRP 7684): 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 in a slightly complex text Identify the author's purpose in a moderately complex text Identify the author's purpose in a moderately complex text Identify the author's purpose in a slightly to moderately complex text Identify the main purpose of a pair of slightly complex texts Identify the main purpose of a text feature Identify what the author wants to explain 	2.RI.6	<p>Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</p> <p><i>Journey to Success 2 Student Book</i> (NRP 7102): pp. 23, 34, 41, 57 <i>Scoreboost for TABE Level E: Reading</i> (NRP 7728): pp. 42–43, 46 <i>TABE Mastery Reading: Level E</i> (NRP 7684): pp. 87–93</p>			
<ul style="list-style-type: none"> Determine the meaning of a common word based on its parts 	2.L.4	<p>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.</p> <p><i>Challenger 2 Student Book</i> (NRP 2569): pp. 6–7, 9, 11–13, 14, 16–17, 21, 22–23, 26–27, 28–29, 31–32, 36, 42, 45–46, 47, 48, 51–52, 56–57, 59, 61, 66–67, 71–72, 73, 74, 82–83, 86–88, 90–91, 93, 100, 105, 106, 109, 110, 115–116, 117, 118, 121–122, 123, 124, 123 <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 <i>Scoreboost for TABE Level E: Reading</i> (NRP 7728): pp. 31–38, 44–45 <i>TABE Mastery Reading: Level E</i> (NRP 7684): pp. 65–70</p>			
<ul style="list-style-type: none"> Distinguish the literal and non-literal meanings of words and phrases in context (e.g., <i>take steps</i>) 	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. 29, 93, 117 <i>Scoreboost for TABE Level E: Reading</i> (NRP 7728): pp. 22–25, 35–38, 28, 44–45 <i>TABE Mastery Reading: Level E</i> (NRP 7684): pp. 65–70</p>			

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 text 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 7728): pp. 51–56</p> <p><i>TABE Mastery Reading: Level E</i> (NRP 7684): pp. 108–114</p>			
<ul style="list-style-type: none"> Explain the connection between very complex text and graphics Use graphics to support understanding of a slightly complex text Use graphics to support understanding of a moderately complex text Use moderately complex graphics to support understanding of a moderately 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 7728): pp. 47–50, 54–56</p> <p><i>TABE Mastery Reading: Level E</i> (NRP 7684) (NRP 7684): pp. 98–107</p>			
<ul style="list-style-type: none"> Compare important points in two texts on the same topic Integrating information from two texts on the same topic to draw a conclusion 	3.RI.9	<p>Compare and contrast the most important points and key details presented in two texts on the same topic.</p> <p>All passages in <i>Challenger, Level 3</i> are fiction.</p> <p><i>Journey to Success 3 Student Book</i> (NRP 7104): pp. 24, 46, 56, 77, 88, 98</p> <p><i>Scoreboost for TABE Level E: Reading</i> (NRP 7728): pp. 18–21, 27, 30</p> <p><i>TABE Mastery Reading: Level E</i> (NRP 7684) (NRP 7684): pp. 46–52</p>			

READING

LEVEL E (AE–CCR LEVEL B)

TABE Skill Description	Standard	Description / Materials	Assigned	Completed	Proficiency
READING FOUNDATIONAL SKILLS					
<ul style="list-style-type: none"> Consistently read unfamiliar multisyllabic words without context Decode common multisyllable words Decode multisyllable words consistently Determine the meaning of common affixes Determine word meaning based on prefix Determine word meaning based on suffix Determine word meaning based on suffix to complete a sentence Identify a multisyllable word that matches a given meaning Identify words with inconsistent but common spelling-sound correspondences Know spelling-sound correspondences for common vowel teams Recognize common irregularly spelled words Recognize common irregularly spelled words that are frequently confused Recognize grade-appropriate irregularly spelled words Use context to recognize and understand words 	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 7728): pp. 4–5, 6–7, 8–9, 12</p> <p><i>TABE Mastery Reading: Level E</i> (NRP 7684): pp. 12–2</p>			

READING

LEVEL E (AE–CCR LEVEL B)

TABE Skill Description	Standard	Description / Materials	Assigned	Completed	Proficiency
<ul style="list-style-type: none"> Consistently read unfamiliar multisyllabic words without context Decode common multisyllable words Decode multisyllable words consistently Determine the meaning of common affixes Determine word meaning based on prefix Determine word meaning based on suffix Determine word meaning based on suffix to complete a sentence Identify a multisyllable word that matches a given meaning Identify words with inconsistent but common spelling-sound correspondences Know spelling-sound correspondences for common vowel teams Recognize common irregularly spelled words Recognize common irregularly spelled words that are frequently confused Recognize grade-appropriate irregularly spelled words Use context to recognize and understand words 	3.RF.3	<p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p><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</p> <p><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</p> <p><i>Journey to Success 3 Student Book</i> (NRP 7104): pp. 24, 34, 46, 57, 66, 78, 88, 98, 110, 115, 120, 130, 137</p> <p><i>Scoreboost for TABE Level E: Reading</i> (NRP 7728): pp. 4–9, 12</p> <p><i>TABE Mastery Reading: Level E</i> (NRP 7684): pp. 12–17, 24–36</p>			
<ul style="list-style-type: none"> Read grade-level text with purpose and understanding Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings Use context to confirm or self-correct word recognition and understanding, rereading as necessary 	2.RF.4	<p>Read with sufficient accuracy and fluency to support comprehension.</p> <p><i>Journey to Success 2 Student Book</i> (NRP 7102): pp. 14, 22, 30, 34, 48, 56, 60, 66, 73–74, 80, 82, 86, 91–92, 98, 100, 106–107</p> <p><i>Scoreboost for TABE Level E: Reading</i> (NRP 7728): pp. 31–34, 44–45</p> <p><i>TABE Mastery Reading: Level E</i> (NRP 7684): pp. 46–52, 65–70</p>			

READING

LEVEL E (AE–CCR LEVEL B)

TABE Skill Description	Standard	Description / Materials	Assigned	Completed	Proficiency
KEY IDEAS AND DETAILS					
<ul style="list-style-type: none"> • Use text evidence to identify specific points • Respond to basic questions about key details in a slightly complex text • Recount key details of a slightly complex text without requiring inference • Respond consistently to questions about key details in a moderately complex text • Respond to basic questions about key details in a moderately complex text • Respond to inferential questions about key details • Respond to basic questions about key details in a moderately complex text • Make an inference about details • Describe how a different narrative point of view would influence how events are described 	2.RI.1	<p>Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details 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. 15, 67, 86</p> <p><i>Scoreboost for TABE Level E: Reading</i> (NRP 7728): pp. 14–17, 26, 29</p> <p><i>TABE Mastery Reading: Level E</i> (NRP 7684): pp. 40–45</p>			
<ul style="list-style-type: none"> • Use text evidence to identify specific points • Respond to basic questions about key details in a slightly complex text • Recount key details of a slightly complex text without requiring inference • Respond consistently to questions about key details in a moderately complex text • Respond to basic questions about key details in a moderately complex text • Respond to inferential questions about key details • Respond to basic questions about key details in a moderately complex text • Make an inference about details • Describe how a different narrative point of view would influence how events are described 	2.RL.1	<p>Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p><i>Challenger, Level 2 passages are all nonfiction.</i></p> <p><i>Journey to Success 2 Student Book</i> (NRP 7102): p. 112</p> <p><i>Scoreboost for TABE Level E: Reading</i> (NRP 7728): pp. 14–17, 26, 29</p> <p><i>TABE Mastery Reading: Level E</i> (NRP 7684): pp. 40–45</p>			

READING

LEVEL E (AE–CCR LEVEL B)

TABE Skill Description	Standard	Description / Materials	Assigned	Completed	Proficiency
<ul style="list-style-type: none"> Determine an inferred theme of a text across varying text complexities Determine the main idea in a slightly complex text Determine the main idea in a slightly to moderately complex text Determine the main idea of a moderately to very complex text Determine the main idea in a moderately complex text Determine the main idea of a slightly to moderately complex text Support an explicit main idea with evidence from the text Use evidence to support the determination of a main idea in a slightly to moderately complex text Use evidence to support the determination of a main idea in a moderately complex text Determine the main idea of a moderately complex text Summarize a literary text Use details to support the main idea 	3.RI.2	<p>Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <p><i>Journey to Success 3 Student Book</i> (NRP 7104): pp. 11, 13, 21, 23, 43, 45, 46, 53, 55, 70</p> <p><i>Scoreboost for TABE Level E: Reading</i> (NRP 7728): pp. 18–21, 27, 30</p> <p><i>TABE Mastery Reading: Level E</i> (NRP 7684): pp. 46–52</p>			

READING

LEVEL E (AE–CCR LEVEL B)

TABE Skill Description	Standard	Description / Materials	Assigned	Completed	Proficiency
<ul style="list-style-type: none"> Describe an explicit connection between ideas in a slightly complex text Describe an explicit connection between ideas in a moderately complex text Describe the connection between ideas in a slightly complex text Describe the connection between ideas in a text Describe the connection between steps in a procedure in a text Explain sequence of an event in a very complex text Identify a connection between steps Use details to describe a connection between ideas Use details to support inferences regarding connections in a text 	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 7728): pp. 22–25, 283 <i>TABE Mastery Reading: Level E</i> (NRP 7684): pp. 53–60</p>			

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 Use details to support inferences regarding connections in a text Make an inference of a very complex text based on evidence Support a stated inference with detail from a slightly complex text Support explicitly stated ideas with detail from the text Use details to support conclusions regarding connections in a text Use evidence to support an inference of a very complex text Use evidence to support comparison of points of view Use evidence to support determination of point of view in a very complex 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 7734): pp. 19–22, 39–41 <i>TABE Mastery Reading: Level M</i> (NRP 7690): pp.38–43</p>			
<ul style="list-style-type: none"> Quote from a text when explaining what the text says explicitly 	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 <i>Challenger Teacher's Manual 5–8</i> (NRP 2577): pp. 47–53, 55–58, 60–67, 69–72 <i>Journey to Success 5 Student Book</i> (NRP 7108): pp. 117, 119, 127, 129, 134 <i>Scoreboost for TABE Level M: Reading</i> (NRP 7734): pp. 23–26, 39–42 <i>TABE Mastery Reading: Level M</i> (NRP 7690): pp. 44–52</p>			

READING

LEVEL M (AE–CCR LEVEL C)

TABE Skill Description	Standard	Description / Materials	Assigned	Completed	Proficiency
<ul style="list-style-type: none"> Use evidence to support the determination of main idea in a moderately complex text Support a stated inference with detail from the text Use details to support inferences regarding connections in a text Make an inference of a very complex text based on evidence Support a stated inference with detail from a slightly complex text Support explicitly stated ideas with detail from the text Use details to support conclusions regarding connections in a text Use evidence to support an inference of a very complex text Use evidence to support comparison of points of view Use evidence to support determination of point of view in a very complex 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</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. 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</p> <p><i>Scoreboost for TABE Level M: Reading</i> (NRP 7734): pp. 19–22, 39–41</p> <p><i>TABE Mastery Reading: Level M</i> (NRP 7690): pp. 38–43</p>			
<ul style="list-style-type: none"> Determine the theme of a text across varying text complexities Determine an inferred theme of a text across varying text complexities Identify a detail to include in a summary of a literary text Summarize a literary text Use details to support the theme Identify a detail to include in a summary of a very complex text Identify key details in a slightly to moderately complex text Identify key details in a moderately complex text 	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 7734): pp. 27–30, 39–40</p> <p><i>TABE Mastery Reading: Level M</i> (NRP 7690): pp. 51–59</p>			

READING

LEVEL M (AE–CCR LEVEL C)

TABE Skill Description	Standard	Description / Materials	Assigned	Completed	Proficiency
<ul style="list-style-type: none"> Identify key details in a moderately complex text Determine the main idea of a slightly complex text Determine the main idea of a moderately complex text Determine the main idea of a moderately to very complex text Use details to support the main idea Identify a detail to include in a summary of a very complex text Identify key details in a slightly to moderately complex text Identify key details in a moderately 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 <i>Journey to Success 4 Student Book</i> (NRP 7106): pp. 11, 13, 14, 21, 23, 43, 45–46, 63, 65, 68, 70 <i>Scoreboost for TABE Level M: Reading</i> (NRP 7734): pp. 31–34, 41 <i>TABE Mastery Reading: Level M</i> (NRP 7690): pp. 60–65</p>			
<ul style="list-style-type: none"> Explain sequence of an event in a very complex text Describe an explicit connection between ideas in a slightly complex text Describe an explicit connection between ideas in a moderately complex text Explain an idea based on explicitly stated details Use details to describe a connection between ideas Use details to describe an explicit connection between ideas Use details to support basic inferences regarding connections in a text 	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 <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. 17, 31, 33, 48–49, 53, 55, 65, 75, 77, 85, 87, 102 <i>Scoreboost for TABE Level M: Reading</i> (NRP 7734): pp. 35–38, 42 <i>TABE Mastery Reading: Level M</i> (NRP 7690): pp. 66–75</p>			

READING

LEVEL M (AE–CCR LEVEL C)

TABE Skill Description	Standard	Description / Materials	Assigned	Completed	Proficiency
CRAFT AND STRUCTURE, VOCABULARY ACQUISITION AND USE					
<ul style="list-style-type: none"> Determine the meaning of figurative language (sentence level) Determine the meaning of common idioms in context 	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 7734): pp. 12–15, 17–18</p> <p><i>TABE Mastery Reading: Level M</i> (NRP 7690): pp. 28–33</p>			
<ul style="list-style-type: none"> 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 1 word in context Determine the meaning of a tier 2 term using passage-level context 	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 7734): pp. 7–11, 16–17</p> <p><i>TABE Mastery Reading: Level M</i> (NRP 7690): pp. 21–27</p>			
<ul style="list-style-type: none"> Describe the structure of a section of moderately to very complex text Describe the structure of a moderately complex text Analyze the function of a section of text (very complex text) Describe the structure of a section of moderately to very complex text Describe the structure of a section of slightly to moderately 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</p> <p><i>Challenger 4 Writing Book</i> (NRP 2903): pp. 5, 13, 17, 29, 33, 37, 41</p> <p><i>Journey to Success 4 Student Book</i> (NRP 7106): pp. 31, 33, 75, 77, 85, 87, 95, 97</p> <p><i>Scoreboost for TABE Level M: Reading</i> (NRP 7734): pp. 43–49, 58–60</p> <p><i>TABE Mastery Reading: Level M</i> (NRP 7690): pp. 80–85</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</p> <p><i>Scoreboost for TABE Level M: Reading</i> (NRP 7734): pp. 43–49, 54–62</p> <p><i>TABE Mastery Reading: Level M</i> (NRP 7690): pp. 80–85</p>			

READING

LEVEL M (AE–CCR LEVEL C)

TABE Skill Description	Standard	Description / Materials	Assigned	Completed	Proficiency
<ul style="list-style-type: none"> Describe how a different narrative point of view would influence how events are described Describe how narrative point of view influences how events are described Describe how narrative point of view influences how events are described in slightly complex text Describe how narrative point of view influences how events are described in moderately complex text Use details to support determination of how events are described Determine the point of view in a very complex text 	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 7734): pp. 50–53, 60–61 <i>TABE Mastery Reading: Level M</i> (NRP 7690): pp. 94–100</p>			
<ul style="list-style-type: none"> Compare the point of view across multiple texts on the same topic Compare points of view between multiple moderately complex 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 7734): pp. 54–57, 61–62 <i>TABE Mastery Reading: Level M</i> (NRP 7690): pp. 86–93</p>			
<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	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</p> <p><i>Challenger 4 Student Book</i> (NRP 2571): p. 21, 29–30, 40, 57, 88–89 <i>Journey to Success 4 Student Book</i> (NRP 7106): pp. 9, 15, 25, 29, 35, 41, 47, 51, 57, 61, 67, 79, 83, 89, 93, 99 <i>NRP Online Learning– Pre–HSE Reading/ Language</i> (NRP 7165): Unit 3, Lesson 7 <i>Scoreboost for TABE Level M: Reading</i> (NRP 7734): pp. 7–11, 16–17 <i>TABE Mastery Reading: Level M</i> (NRP 7690): pp. 21–27</p>			

READING

LEVEL M (AE–CCR LEVEL C)

TABE Skill Description	Standard	Description / Materials	Assigned	Completed	Proficiency
<ul style="list-style-type: none"> Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase 	5.L.4	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.</p> <p><i>Challenger 5 Student Book</i> (NRP 2572): pp. 20, 26, 44, 49–50, 55, 56, 57, 61, 69, 75, 82, 89, 90, 91, 93, 103, 109, 114, 120, 121, 123–124, 141–142, 148, 155, 158–159, 160–161</p> <p><i>Challenger Teacher's Manual 5–8</i> (NRP 2577): pp. 49, 51, 56–58, 61, 62, 63, 65, 67, 70, 71</p> <p><i>Journey to Success 5 Student Book</i> (NRP 7108): pp. 9, 15, 19, 25, 29, 31, 33, 35, 41, 47, 51, 57, 61, 73, 79, 83, 89, 93, 99, 105, 115, 121, 136</p> <p><i>Scoreboost for TABE Level M: Reading</i> (NRP 7734): pp. 7–11, 16–17</p> <p><i>TABE Mastery Reading: Level M</i> (NRP 7690): pp. 21–27</p>			
<ul style="list-style-type: none"> Interpret figurative language, including similes and metaphors, in context 	5.L.5	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p><i>Challenger 5 Student Book</i> (NRP 2572): pp. 134, 146</p> <p><i>Journey to Success 5 Student Book</i> (NRP 7108): pp. 104, 107, 109</p> <p><i>Scoreboost for TABE Level M: Reading</i> (NRP 7734): pp. 12–15, 17–18</p> <p><i>TABE Mastery Reading: Level M</i> (NRP 7690): pp. 28–33</p>			
INTEGRATION OF KNOWLEDGE AND IDEAS					
<ul style="list-style-type: none"> Explain the connection between very complex text and graphics Explain the connection between text and moderately complex graphics Use simple graphics to support understanding of text Integrate information from very complex text and a moderately complex graphic 	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</p> <p><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</p> <p><i>Scoreboost for TABE Level M: Reading</i> (NRP 7734): pp. 63–66, 75–76</p> <p><i>TABE Mastery Reading: Level M</i> (NRP 7690): pp. 105–115</p>			
<ul style="list-style-type: none"> Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words 	5.RI.7	<p>Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.</p> <p><i>Journey to Success 5 Student Book</i> (NRP 7108): pp. 53, 55, 70</p> <p><i>Scoreboost for TABE Level M: Reading</i> (NRP 7734): pp. 67–70, 77–78</p> <p><i>TABE Mastery Reading: Level M</i> (NRP 7690): pp. 116–123</p>			

READING

LEVEL M (AE–CCR LEVEL C)

TABE Skill Description	Standard	Description / Materials	Assigned	Completed	Proficiency
<ul style="list-style-type: none"> Explain the author's use of evidence to support an idea in a moderately 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 	5.RI.8	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). <i>Journey to Success 5 Student Book</i> (NRP 7108): pp. 23, 38, 53, 55 <i>Scoreboost for TABE Level M: Reading</i> (NRP 7734): pp. 71–74, 76–77 <i>TABE Mastery Reading: Level M</i> (NRP 7690): pp. 124–132			
<ul style="list-style-type: none"> Integrate information from two texts on the same topic to identify a shared idea Integrate information from two texts on the same topic to draw a conclusion 	5.RI.9	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. <i>Journey to Success 5 Student Book</i> (NRP 7108): pp. 14, 24, 52–56, 66, 70 <i>Scoreboost for TABE Level M: Reading</i> (NRP 7734): pp. 63–70, 75–78 <i>TABE Mastery Reading: Level M</i> (NRP 7690): pp. 116–123			
READING FOUNDATIONAL SKILLS					
<ul style="list-style-type: none"> Consistently read unfamiliar multisyllabic words without context Inconsistently read unfamiliar multisyllabic words in context Inconsistently read unfamiliar multisyllabic words without context With some consistency read unfamiliar multisyllabic words in context 	4.RF.3	Know and apply grade-level phonics and word analysis skills in decoding words. <i>Journey to Success 4 Student Book</i> (NRP 7106): pp. 14, 24, 34, 46, 56, 78, 88, 98, 110, 120, 130 <i>Scoreboost for TABE Level M: Reading</i> (NRP 7734): pp. 4–11, 16–18 <i>TABE Mastery Reading: Level M</i> (NRP 7690): pp. 14–20			
<ul style="list-style-type: none"> Use combined knowledge of all letter- sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context 	5.RF.3	Know and apply grade-level phonics and word analysis skills in decoding words. <i>Journey to Success 5 Student Book</i> (NRP 7108): pp. 14, 24, 34, 46, 56, 66, 78, 88, 98, 110, 120, 130 <i>Scoreboost for TABE Level M: Reading</i> (NRP 7734): pp. 4–11, 16–18 <i>TABE Mastery Reading: Level M</i> (NRP 7690): pp. 14–20			

Student _____

Instructor/Class _____

READING					
LEVEL D (AE–CCR LEVEL D)					
TABE Skill Description	Standard	Description / Materials	Assigned	Completed	Proficiency
CRAFT AND STRUCTURE, VOCABULARY ACQUISITION					
<ul style="list-style-type: none"> Determine the meaning of tier 1 words in context Determine the meaning of figurative language in context Determine the impact of basic word choice on meaning Determine the impact of word choice on meaning Determine the impact of word choice on tone Determine the impact of word choice on tone in a moderately complex text Determine the meaning of phrases containing tier 1 words in context Determine the meaning of tier 1/ multiple meaning words in context 	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 7740): pp. 26–31, 39–41 <i>TABE Mastery Reading: Level D</i> (NRP 7696): pp. 51–59</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 in context Determine the meaning of figurative language in context Determine the impact of basic word choice on meaning Determine the impact of word choice on meaning Determine the impact of word choice on tone Determine the impact of word choice on tone in a moderately complex text Determine the meaning of phrases containing tier 1 words in context Determine the meaning of tier 1/ multiple meaning words 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 7740): pp. 26–31, 39–41</p> <p><i>TABE Mastery Reading: Level D</i> (NRP 7696): pp. 51–59</p>			
<ul style="list-style-type: none"> Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole 	6.RI.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 7740): pp. 11–14, 22–23</p> <p><i>TABE Mastery Reading: Level D</i> (NRP 7696): pp. 60–68</p>			

READING

LEVEL D (AE–CCR LEVEL D)

TABE Skill Description	Standard	Description / Materials	Assigned	Completed	Proficiency
<ul style="list-style-type: none"> Analyze the function of a section of text Analyze the connection of a section of text to the whole (moderately complex text) Analyze the effectiveness of the structure in a very complex text Analyze the function of a section of text (moderately complex text) Analyze the function of a section of text (moderately to very complex text) Analyze the function of a section of text (very complex text) Analyze the function of a text feature Analyze the function of multiple sections to develop ideas in a very complex text Describe the structure of a text 	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 7740): pp. 18–21, 23–25, 32–34, 40–41</p> <p><i>TABE Mastery Reading: Level D</i> (NRP 7696): pp. 60–68</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 Compare the author's purpose across multiple texts Determine the point of view of a text Determine the point of view of a very complex text Use evidence to support the determination of point of view Analyze how the author responds to conflicting evidence in a moderately complex text Analyze how the author responds to conflicting evidence in a very complex text Determine the author's point of view about a specific topic Compare point of view across multiple texts Analyze method for developing point of view (including rhetoric) Use evidence to support determination of point of view in a very complex text Use evidence to support the determination of author's purpose 	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 7740): pp. 35–38, 41–42 <i>TABE Mastery Reading: Level D</i> (NRP 7696): pp. 60–68 <i>WorkWise: Reading at Work</i> (NRP 2193): pp.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"> Determine the meaning of tier 1 words in context Use context to support a word's meaning 	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</p> <p><i>Challenger Teacher's Manual 5–8</i> (NRP 2577): pp. 77, 79–87, 89–92, 94–96, 98</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, 73, 78, 79, 83, 88, 89, 93, 98, 99, 105, 110, 111, 120, 130</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: Reading</i> (NRP 7740): pp. 26–31, 39–41</p> <p><i>TABE Mastery Reading: Level D</i> (NRP 7696): pp. 51–59</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"> Explain the connection between passage text and sidebar text Explain the connection between text and graphics Explain the connection between very complex text and graphics Integrate information from moderately complex text and a graphic Integrate information from very complex text and a moderately complex graphic Use simple graphics to support understanding of text 	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 7740): pp. 43–48, 53–54</p> <p><i>TABE Mastery Reading: Level D</i> (NRP 7696): pp. 82–95</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"> Use evidence to support a stated claim Evaluate support for a claim Identify a claim made in text Evaluate support for an idea in a very complex text Use basic evidence to support a stated claim 	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 7740): pp. 49–52, 54–56 <i>TABE Mastery Reading: Level D</i> (NRP 7696): pp. 96–105</p>			
	8.RI.9	<p>Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.</p> <p><i>Challenger 8 Student Book</i> (NRP 2575): pp. 129–134 <i>Challenger Teacher's Manual 5–8</i> (NRP 2577): p. 148 <i>Journey to Success 8 Student Book</i> (NRP 7436): pp. 60–65 <i>Pre–HSE Core Skills in Reading & Writing</i> (NRP 2882): pp. 60, 68, 69 <i>Pre–HSE Workbook: Reading</i> (NRP 2640): pp. 26–27 <i>Scoreboost for TABE Level D: Reading</i> (NRP 7740): pp. 49–52, 54–56 <i>TABE Mastery Reading: Level D</i> (NRP 7696): pp. 96–105</p>			

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 moderately complex text based on evidence • Use evidence to support a stated inference • Make an inference of a moderately complex text based on two pieces of evidence • Make an inference of a very complex text based on evidence • Support explicitly stated ideas with detail from the text • Use evidence to support an explicitly stated central idea in a moderately complex text • Use evidence to support an inference in moderately complex text • Use evidence to support an inference in moderately to very complex text • Use evidence to support an inference of a very complex 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 7740): pp. 4–10, 22–26</p> <p><i>TABE Mastery Reading: Level D</i> (7186): pp. 13–22</p>			

READING

LEVEL D (AE–CCR LEVEL D)

TABE Skill Description	Standard	Description / Materials	Assigned	Completed	Proficiency
<ul style="list-style-type: none"> • Make an inference of a moderately complex text based on evidence • Use evidence to support a stated inference • Make an inference of a moderately complex text based on two pieces of evidence • Make an inference of a very complex text based on evidence • Support explicitly stated ideas with detail from the text • Use evidence to support an explicitly stated central idea in a moderately complex text • Use evidence to support an inference in moderately complex text • Use evidence to support an inference in moderately to very complex text • Use evidence to support an inference of a very complex 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 <i>Challenger Teacher's Manual 5–8</i> (NRP 2577): p. 125 <i>Challenger 7 Writing Book</i> (NRP 2906): p. 39 <i>Journey to Success 7 Student Book</i> (NRP 7434): pp. 12–15, 88–92 <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>NRP Online Learning: Pre–HSE Reading/Language</i> (NRP 7165): Unit 3, Lessons 2, 4 <i>NRP Online Learning: Pre–HSE Social Studies</i> (NRP 7165): Unit 2, Lessons 4, 7 <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 7740): pp. 4–10, 22–26 <i>TABE Mastery Reading: Level D</i> (7186): pp. 13–22 <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
<ul style="list-style-type: none"> • Make an inference of a moderately complex text based on evidence • Use evidence to support a stated inference • Make an inference of a moderately complex text based on two pieces of evidence • Make an inference of a very complex text based on evidence • Support explicitly stated ideas with detail from the text • Use evidence to support an explicitly stated central idea in a moderately complex text • Use evidence to support an inference in moderately complex text • Use evidence to support an inference in moderately to very complex text • Use evidence to support an inference of a very complex text 	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</p> <p><i>Journey to Success 6 Student Book</i> (NRP 7110): pp. 95, 97, 102</p> <p><i>Journey to Success 7 Student Book</i> (NRP 7434): pp. 12–15, 88–92</p> <p><i>Journey to Success 8 Student Book</i> (NRP 7436): pp. 12–15, 112–115</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 7740): pp. 4–10 22–25</p> <p><i>TABE Mastery Reading: Level D</i> (NRP 7696): pp. 13–22</p>			

READING

LEVEL D (AE–CCR LEVEL D)

TABE Skill Description	Standard	Description / Materials	Assigned	Completed	Proficiency
<ul style="list-style-type: none"> Determine a central idea of a moderately complex text Summarize a slightly complex literary text Use details to support a theme in a text Determine a theme of a moderately complex text Determine an explicitly stated central idea in a moderately complex text Determine the theme of a moderately complex text Determine the theme of a slightly to moderately complex text Identify a detail to include in a summary of a moderately complex text Identify a detail to include in a summary of a text Identify a detail to include in a summary of a very complex 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 7740): pp. 11–14, 22–23 <i>TABE Mastery Reading: Level D</i> (NRP 7696): pp. 23–31</p>			

READING

LEVEL D (AE–CCR LEVEL D)

TABE Skill Description	Standard	Description / Materials	Assigned	Completed	Proficiency
<ul style="list-style-type: none"> Determine a central idea of a moderately complex text Summarize a slightly complex literary text Use details to support a theme in a text Determine a theme of a moderately complex text Determine an explicitly stated central idea in a moderately complex text Determine the theme of a moderately complex text Determine the theme of a slightly to moderately complex text Identify a detail to include in a summary of a moderately complex text Identify a detail to include in a summary of a text Identify a detail to include in a summary of a very complex 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 7740): pp. 15–17, 23–24 <i>TABE Mastery Reading: Level D</i> (NRP 7696): pp. 32–40 <i>WorkWise: Reading at Work</i> (NRP 2193): pp. 44–49</p>			
<ul style="list-style-type: none"> Use explicit evidence to analyze connections among ideas Use explicit evidence to analyze connections among ideas in moderately complex text Make connections between clearly stated ideas in a moderately complex text Make distinctions between ideas in a moderately complex text Use evidence to support the analysis of connections among ideas in a moderately 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 <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 <i>Journey to Success 8 Student Book</i> (NRP 7436): pp. 22, 24–25, 27 <i>NRP Online Learning: Pre–HSE Reading/Language</i> (NRP 7165): Unit 3, Lessons 2, 3 <i>Pre–HSE Core Skills in Reading & Writing</i> (NRP 2882): pp. 59, 60, 62, 63 <i>Pre–HSE Workbook: Reading</i> (NRP 2640): pp. 24–27 <i>Scoreboost for TABE Level D: Reading</i> (NRP 7740): pp. 18–21, 40–41 <i>TABE Mastery Reading: Level D</i> (NRP 7696): pp. 32–40 <i>WorkWise: Reading at Work</i> (NRP 2193): pp. 57–62</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"> • Use details to support a given Inference • Use details to support a given inference in a very complex text • Use details to support a stated Idea • Use details to support a stated idea in a very complex text • Use evidence to support a conclusion • Use evidence to support an analysis of ideas within very complex text • Use evidence to support an analysis of the development of ideas within an informational text 	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>NRP Online Learning: GED Test Prep Reading/Language (NRP 7177):</i> Unit 2, Lesson 6 <i>Scoreboost for TABE Level A: Reading (NRP 7747):</i> pp. 4–11, 23–26 <i>TABE Mastery Reading: Level A (NRP 7702):</i> pp. 15–23			
<ul style="list-style-type: none"> • Use details to support a given Inference • Use details to support a given inference in a very complex text • Use details to support a stated Idea • Use details to support a stated idea in a very complex text • Use evidence to support a conclusion • Use evidence to support an analysis of ideas within very complex text • Use evidence to support an analysis of the development of ideas within an informational 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 (NRP 7747):</i> pp. 4–11, 23–26 <i>TABE Mastery Reading: Level A (NRP 7702):</i> pp. 15–23			

READING

LEVEL A (AE–CCR LEVEL E)

TABE Skill Description	Standard	Description / Materials	Assigned	Completed	Proficiency
<ul style="list-style-type: none"> Determine a central idea of a moderately complex text Determine the central idea of a very complex text Analyze the development of a central idea Use evidence to support the determination of central idea in a very complex text Identify a key detail to include in a summary of a text Use evidence to support the analysis of the development of a central idea Use evidence to support the determination of central idea in a moderately complex text Draw a conclusion based on evidence 	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>NRP Online Learning: GED Test Prep Reading/Language (NRP 7177):</i> Unit 2, Lesson 1</p> <p><i>Scoreboost for TABE Level A: Reading (NRP 7747):</i> pp. 15–18, 16–27</p> <p><i>TABE Mastery Reading: Level A (NRP 7702):</i> pp. 33–40</p>			
<ul style="list-style-type: none"> Determine a central idea of a moderately complex text Determine the central idea of a very complex text Identify a key detail to include in a summary of a text Explain how theme is developed in a moderately complex text Identify a detail to add to a summary of a literary text Summarize a moderately complex literary text Use evidence to support the analysis of the development of a central idea Use evidence to support the determination of central idea in a moderately complex text Draw a conclusion based on evidence 	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> <p><i>NRP Online Learning: GED Test Prep Reading/Language (NRP 7177):</i> Unit 1, Lesson 5</p> <p><i>Scoreboost for TABE Level A: Reading (NRP 7747):</i> pp. 11–14, 23–24</p> <p><i>TABE Mastery Reading: Level A (NRP 7702):</i> pp. 24–32</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 moderately complex text Analyze the connection of ideas across a highly complex text Analyze the connection of ideas across a moderately to very complex text Analyze the connection of ideas across a very complex text Analyze the development of ideas across a moderately to very complex text Make distinctions between ideas in very complex text Identify the idea developed in multiple sections of 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>NRP Online Learning: GED Test Prep Reading/Language (NRP 7177):</i> Unit 1, Lesson 2; Unit 2, Lesson 3</p> <p><i>Scoreboost for TABE Level A: Reading (NRP 7747):</i> pp. 19–33, 26–27</p> <p><i>TABE Mastery Reading: Level A (NRP 7702):</i> pp. 41–48</p>			
INTEGRATION OF KNOWLEDGE AND IDEAS					
<ul style="list-style-type: none"> Explain the connection between text and moderately complex graphics Explain the connection between very complex text and graphics Use simple graphics to support understanding of text Integrate information from moderately complex text and a graphic Integrate information from moderately complex text and quantitative information Integrate information from very complex text and a moderately complex graphic 	11–12.RI.7	<p>Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.</p> <p><i>NRP Online Learning: GED Test Prep Reading/Language (NRP 7177):</i> Unit 2, Lesson 1</p> <p><i>Scoreboost for TABE Level A: Reading (NRP 7747):</i> pp. 70–73, 82–84</p> <p><i>TABE Mastery Reading: Level A (NRP 7702):</i> pp. 115–126</p>			

READING

LEVEL A (AE–CCR LEVEL E)

TABE Skill Description	Standard	Description / Materials	Assigned	Completed	Proficiency
<ul style="list-style-type: none"> Identify ideas used to develop an author's claim Use text evidence to support an author's claim Evaluate support for an idea in a slightly complex text Evaluate support for an idea in a text Evaluate support for an idea in a very complex text 	9–10.RI.8	<p>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.</p> <p><i>NRP Online Learning: GED Test Prep Reading/Language (NRP 7177): Unit 2, Lesson 5</i></p> <p><i>Scoreboost for TABE Level A: Reading (NRP 7747): pp. 74–77, 81–82</i></p> <p><i>TABE Mastery Reading: Level A (NRP 7702): pp. 127–137</i></p>			
<ul style="list-style-type: none"> Identify the purpose of a foundational U.S. document 	11–12.RI.9	<p>Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.</p> <p><i>Scoreboost for TABE Level A: Reading (NRP 7747): pp. 78–80, 83–84</i></p> <p><i>TABE Mastery Reading: Level A (NRP 7702): pp. 138–143</i></p>			
CRAFT AND STRUCTURE					
<ul style="list-style-type: none"> Determine the meaning of tier 2 words in context Determine the impact of word choice on tone Determine the impact of word choice on meaning (commonly used phrase) Determine the impact of word choice on meaning (commonly used word) Determine the impact of word choice on meaning (grade-level words or phrases) Determine the impact of word choice on tone by making inferences Determine the meaning of tier 1 words in context Determine the meaning of tier 2 terms with abundant context clues Use evidence to support a stated impact of word choice on meaning 	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 (NRP 7747): pp. 33–38, 65</i></p> <p><i>TABE Mastery Reading: Level A (NRP 7702): pp. 64–71</i></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 meaning of tier 2 words in context Determine the impact of word choice on tone Determine the impact of word choice on meaning (commonly used phrase) Determine the impact of word choice on meaning (commonly used word) Determine the impact of word choice on meaning (grade-level words or phrases) Determine the impact of word choice on tone by making inferences Determine the meaning of tier 1 words in context Determine the meaning of tier 2 terms with abundant context clues Use evidence to support a stated impact of word choice on meaning 	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>NRP Online Learning: GED Test Prep Reading/Language (NRP 7177):</i> Unit 1, Lessons 4, 7, 8</p> <p><i>Scoreboost for TABE Level A: Reading (NRP 7747):</i> pp. 33–38, 65</p> <p><i>TABE Mastery Reading: Level A (NRP 7702):</i> pp. 64–71</p>			
<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 multiple sections to develop ideas in a very 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>NRP Online Learning: GED Test Prep Reading/Language (NRP 7177):</i> Unit 1, Lesson 3</p> <p><i>Scoreboost for TABE Level A: Reading (NRP 7747):</i> pp. 44–47, 66–68</p> <p><i>TABE Mastery Reading: Level A (NRP 7702):</i> pp. 81–90</p>			
<ul style="list-style-type: none"> Analyze the effectiveness of the structure in a moderately to very complex text 	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>NRP Online Learning: GED Test Prep Reading/Language (NRP 7177):</i> Unit 2, Lesson 4</p> <p><i>Scoreboost for TABE Level A: Reading (NRP 7747):</i> pp. 48–84, 66–68</p> <p><i>TABE Mastery Reading: Level A (NRP 7702):</i> pp. 81–90</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 informational text Analyze author's method for developing point of view Analyze method for developing point of view (including rhetoric) Determine author's point of view in a moderately complex text Use evidence to support a stated point of view Use evidence to support determination of author's point of view Use evidence to support determination of point of view in a very complex text 	9–10.RI.6	<p>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.</p> <p><i>Scoreboost for TABE Level A: Reading</i> (NRP 7747): pp. 60–64, 66–68</p> <p><i>TABE Mastery Reading: Level A</i> (NRP 7702): pp. 99–108</p>			
<ul style="list-style-type: none"> Analyze a point of view reflected in a work of literature Analyze how narrative point of view influences how events are described Identify a point of view shared by characters 	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>NRP Online Learning: GED Test Prep Reading/Language</i> (NRP 7177): Unit 2, Lesson 5</p> <p><i>Scoreboost for TABE Level A: Reading</i> (NRP 7747): pp. 55–59, 65–66</p> <p><i>TABE Mastery Reading: Level A</i> (NRP 7702): pp. 91–98</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 7747): pp. 39–43, 66–67</p> <p><i>TABE Mastery Reading: Level A</i> (NRP 7702): pp. 70–80</p>			

Student _____

Instructor/Class _____

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
GEOMETRY					
<ul style="list-style-type: none"> Identify features of given shapes with words and pictures Identify a shape given a name Name a shape given the number of 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 <i>Breakthrough to Math Level 4: 2 Triangles and Quadrangles</i> (NRP 2996): pp. 8, 9, 24, 25 <i>Scoreboost for TABE Level E: Math 3</i> (NRP 7731): pp. 4–5, 10 <i>TABE Mastery Mathematics: Level E</i> (NRP 7686): pp. 128–133</p>			
<ul style="list-style-type: none"> Identify the unit fraction represented by one part of a shape partitioned into equal sections without an image Partition a circle or rectangle into equal sections Partition shapes into parts with equal area 	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 <i>Scoreboost for TABE Level E: Math 3</i> (NRP 7731): pp. 8–9, 11 <i>TABE Mastery Mathematics: Level E</i> (NRP 7686): pp. 140–143</p>			
<ul style="list-style-type: none"> Identify and create non-examples of shapes Consistently classify shapes in a hierarchy Inconsistently classify shapes in a hierarchy 	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 <i>Scoreboost for TABE Level E: Math 3</i> (NRP 7731): pp. 6–7, 10 <i>TABE Mastery Mathematics: Level E</i> (NRP 7686): pp. 134–139</p>			

MATHEMATICS					
LEVEL E (AE–CCR LEVEL B)					
TABE Skill Description	Standard	Description / Materials	Assigned	Completed	Proficiency
<ul style="list-style-type: none"> Identify the unit fraction represented by one part of a shape partitioned into equal sections given an image Partition shapes into parts with equal area 	3.G.2	Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. <i>Breakthrough to Math Level 2: 1 Understanding and Comparing Fractions</i> (NRP 2976): pp. 7–12 <i>Scoreboost for TABE Level E: Math 3</i> (NRP 7731): pp. 8–9, 11 <i>TABE Mastery Mathematics: Level E</i> (NRP 7686): pp. 140–143			
MEASUREMENT, DATA, AND PROBABILITY					
<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 7731): pp. 16–19, 44 <i>TABE Mastery Mathematics: Level E</i> (NRP 7686): pp. 153–157			
<ul style="list-style-type: none"> Estimate the length of an object before measuring the object Choose an appropriate unit of measure for a given object 	2.MD.3	Estimate lengths using units of inches, feet, centimeters, and meters. <i>Scoreboost for TABE Level E: Math 3</i> (NRP 7731): pp. 16–19, 44 <i>TABE Mastery Mathematics: Level E</i> (NRP 7686): pp. 152–157			
<ul style="list-style-type: none"> Measure to determine difference in lengths 	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 7731): pp. 22–23, 44 <i>TABE Mastery Mathematics: Level E</i> (NRP 7686): pp. 162–165			
<ul style="list-style-type: none"> Represent sums and differences on a number line 	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 7731): pp. 20–21, 44 <i>TABE Mastery Mathematics: Level E</i> (NRP 7686): pp. 158–161, 170–175			
<ul style="list-style-type: none"> Find elapsed time when given a start and end time Find an end time given a start time and an elapsed time 	3.MD.1	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. <i>Scoreboost for TABE Level E: Math 3</i> (NRP 7731): pp. 12–15, 44 <i>TABE Mastery Mathematics: Level E</i> (NRP 7686): pp. 148–152			

MATHEMATICS

LEVEL E (AE–CCR LEVEL B)

TABE Skill Description	Standard	Description / Materials	Assigned	Completed	Proficiency
<ul style="list-style-type: none"> Extend arithmetic operations to real-world problems involving volumes and masses of objects 	3.MD.2	<p>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.</p> <p><i>Scoreboost for TABE Level E: Math 3</i> (NRP 7731): pp. 24–27, 45 <i>TABE Mastery Mathematics: Level E</i> (NRP 7686): pp. 166–169</p>			
<ul style="list-style-type: none"> Create bar graphs with single unit scale from given data sets and explain simple characteristics (e.g., category totals) Use a picture graph with a single-unit scale to solve problems 	2.MD.10	<p>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.</p> <p><i>Scoreboost for TABE Level E: Math 3</i> (NRP 7731): pp. 38–43, 45 <i>TABE Mastery Mathematics: Level E</i> (NRP 7686): pp. 182–187</p>			
<ul style="list-style-type: none"> Use bar graphs with different scales to solve problems involving multiple categories Create bar graphs from given data sets and explain simple characteristics (e.g., category totals) 	3.MD.3	<p>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.</p> <p><i>Scoreboost for TABE Level E: Math 3</i> (NRP 7731): pp. 38–43, 45 <i>TABE Mastery Mathematics: Level E</i> (NRP 7686): pp. 182–187</p>			
<ul style="list-style-type: none"> Create line plots from given data sets 	3.MD.4	<p>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.</p> <p><i>Scoreboost for TABE Level E: Math 3</i> (NRP 7731): pp. 16–19, 44 <i>TABE Mastery Mathematics: Level E</i> (NRP 7686): pp. 153–157</p>			
<ul style="list-style-type: none"> Find the area of shape by counting unit squares 	3.MD.6	<p>Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units).</p> <p><i>Scoreboost for TABE Level E: Math 3</i> (NRP 7731): pp. 28–31, 45 <i>TABE Mastery Mathematics: Level E</i> (NRP 7686): pp. 170–175</p>			
<ul style="list-style-type: none"> Find perimeters of polygons Identify relationships between the areas and perimeters of different squares and rectangles 	3.MD.8	<p>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.</p> <p><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 7731): pp. 28–37, 45 <i>TABE Mastery Mathematics: Level E</i> (NRP 7686): pp. 176–181</p>			

MATHEMATICS					
LEVEL E (AE–CCR LEVEL B)					
TABE Skill Description	Standard	Description / Materials	Assigned	Completed	Proficiency
ALGEBRAIC CONCEPTS					
<ul style="list-style-type: none"> Consistently solve two-step real-world problems using the four arithmetic operations 	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 7730): pp. 22–25 <i>TABE Mastery Mathematics: Level E</i> (NRP 7686): pp. 108–111			
<ul style="list-style-type: none"> Find sums and differences within 20 	2.OA.2	Fluently add and subtract within 20 using mental strategies. Know from memory all sums of two one-digit numbers. <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 7730): pp. 12–14, 28 <i>TABE Mastery Mathematics: Level E</i> (NRP 7686): pp. 30–35			
<ul style="list-style-type: none"> Consistently use an expression to represent a real-world situation Identify a real-world situation represented by an expression Inconsistently use an expression to represent a real-world situation Use an expression to represent a real-world situation 	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 7730): pp. 4–5 <i>TABE Mastery Mathematics: Level E</i> (NRP 7686): pp. 78–81			
<ul style="list-style-type: none"> Use an expression to represent a real-world situation Identify a real-world situation represented by an expression Consistently use an expression to represent a real-world situation 	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 7730): pp. 13–14 <i>TABE Mastery Mathematics: Level E</i> (NRP 7686): pp. 92–95			
<ul style="list-style-type: none"> Solve one-step real-world problems using the four arithmetic operations 	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 7730): pp. 26–29 <i>TABE Mastery Mathematics: Level E</i> (NRP 7686): pp. 112–115			

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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"> Find an unknown number in a multiplication or division equation 	3.OA.4	<p>Determine the unknown whole number in a multiplication or division equation relating three whole numbers.</p> <p><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 7730): pp. 15–17, 21 <i>TABE Mastery Mathematics: Level E</i> (NRP 7686): pp. 96–99</p>			
<ul style="list-style-type: none"> Identify visual representations of multiplication and division of whole numbers (e.g., arrays, equal groups, area models) Inconsistently solve multiplication and division problems using math fact strategies 	3.OA.5	<p>Apply properties of operations as strategies to multiply and divide. (Commutative property of multiplication, Associative property of multiplication, Distributive property.)</p> <p><i>Scoreboost for TABE Level E: Math 2</i> (NRP 7730): pp. 6–9, 20 <i>TABE Mastery Mathematics: Level E</i> (NRP 7686): pp. 82–86</p>			
<ul style="list-style-type: none"> Inconsistently use equations to connect an unknown product of a multiplication problem to a missing factor in a related division problem Consistently use equations to connect an unknown product of a multiplication problem to a missing factor in a related division problem 	3.OA.6	<p>Understand division as an unknown-factor problem. For example, find $32/8$ by finding the number that makes 32 when multiplied by 8.</p> <p><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 7730): pp. 15–17, 21 <i>TABE Mastery Mathematics: Level E</i> (NRP 7686): pp. 96–99</p>			
<ul style="list-style-type: none"> Consistently use equations to connect an unknown product of a multiplication problem to a missing factor in a related division problem Consistently solve multiplication and division problems using math fact strategies 	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 <i>Scoreboost for TABE Level E: Math 2</i> (NRP 7730): pp. 10–12, 18–21 <i>TABE Mastery Mathematics: Level E</i> (NRP 7686): pp. 87–91, 100–103</p>			
<ul style="list-style-type: none"> Inconsistently solve two-step real-world problems using the four arithmetic operations 	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 <i>Scoreboost for TABE Level E: Math 2</i> (NRP 7730): pp. 30–33, 38–39 <i>TABE Mastery Mathematics: Level E</i> (NRP 7686): pp. 116–119</p>			

MATHEMATICS					
LEVEL E (AE–CCR LEVEL B)					
TABE Skill Description	Standard	Description / Materials	Assigned	Completed	Proficiency
<ul style="list-style-type: none"> Inconsistently identify patterns in multiplication facts Consistently identify patterns in multiplication facts 	3.OA.9	Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations. <i>Breakthrough to Math Level 1: 2 Adding Whole Numbers</i> (NRP 2968): p. 9 <i>Breakthrough to Math Level 1: 4 Multiplying Whole Numbers</i> (NRP 2970): p. 11 <i>Scoreboost for TABE Level E: Math 2</i> (NRP 7730): pp. 34–37, 39 <i>TABE Mastery Mathematics: Level E</i> (NRP 7686): pp. 120–123			
NUMBER AND OPERATIONS					
	2.NBT.1	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) <i>Breakthrough to Math Level 1: 1 Understanding Numbers</i> (NRP 2967): pp. 37–39 <i>Scoreboost for TABE Level E: Math 1</i> (NRP 7729): pp. 4–5 <i>TABE Mastery Mathematics: Level E</i> (NRP 7686): pp. 14–17			
<ul style="list-style-type: none"> Represent 100 as groups of 10 		a. 100 can be thought of as a bundle of ten tens—called a “hundred”. <i>Breakthrough to Math Level 1: 1 Understanding Numbers</i> (NRP 2967): pp. 37–39 <i>Scoreboost for TABE Level E: Math 1</i> (NRP 7729): pp. 4–5 <i>TABE Mastery Mathematics: Level E</i> (NRP 7686): pp. 14–17			
<ul style="list-style-type: none"> Inconsistently create and use multiple representations of multi-digit numbers based on place value (e.g., base ten blocks, place value charts, expanded form) 		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). <i>Breakthrough to Math Level 1: 1 Understanding Numbers</i> (NRP 2967): pp. 37–39 <i>Scoreboost for TABE Level E: Math 1</i> (NRP 7729): pp. 4–5 <i>TABE Mastery Mathematics: Level E</i> (NRP 7686): pp. 14–17			
<ul style="list-style-type: none"> Skip count by 5s, 10s, 100s, and by multiples of 10s and 100s 	2.NBT.2	Count within 1000; skip-count by 5s, 10s, and 100s. <i>Scoreboost for TABE Level E: Math 1</i> (NRP 7729): pp. 6–7 <i>TABE Mastery Mathematics: Level E</i> (NRP 7686): pp. 18–21			

MATHEMATICS

LEVEL E (AE–CCR LEVEL B)

TABE Skill Description	Standard	Description / Materials	Assigned	Completed	Proficiency
<ul style="list-style-type: none"> Create and use multiple representations of multi-digit numbers based on place value (e.g., base ten blocks, place value charts, expanded form) with only one non-zero digit Inconsistently 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.3	<p>Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.</p> <p><i>Breakthrough to Math Level 1: 1 Understanding Numbers</i> (NRP 2967): pp. 20–42</p> <p><i>Scoreboost for TABE Level E: Math 1</i> (NRP 7729): pp. 4–5</p> <p><i>TABE Mastery Mathematics: Level E</i> (NRP 7686): pp. 14–17</p>			
<ul style="list-style-type: none"> Compare multi-digit numbers. 	2.NBT.4	<p>Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using $>$, $=$, and $<$ symbols to record the results of comparisons.</p> <p><i>Scoreboost for TABE Level E: Math 1</i> (NRP 7729): pp. 8–9, 27</p> <p><i>TABE Mastery Mathematics: Level E</i> (NRP 7686): pp. 22–25</p>			
<ul style="list-style-type: none"> Consistently 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) Relate addition and subtraction within 1000 	2.NBT.7	<p>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.</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 7729): pp. 12–14, 17–24, 28–29</p> <p><i>TABE Mastery Mathematics: Level E</i> (NRP 7686): pp. 36–47</p>			
<ul style="list-style-type: none"> Subtract 10 or 100 from a given number 	2.NBT.8	<p>Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900.</p> <p><i>Scoreboost for TABE Level E: Math 1</i> (NRP 7729): pp. 15–16, 28</p> <p><i>TABE Mastery Mathematics: Level E</i> (NRP 7686): pp. 36–47</p>			
<ul style="list-style-type: none"> Round numbers to nearest tens Round numbers to nearest tens and hundreds 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 7729): pp. 10–11</p> <p><i>TABE Mastery Mathematics: Level E</i> (NRP 7686): pp. 26–29</p>			

MATHEMATICS

LEVEL E (AE–CCR LEVEL B)

TABE Skill Description	Standard	Description / Materials	Assigned	Completed	Proficiency
<ul style="list-style-type: none"> Find sums and differences within 1000 	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 <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 7729): pp. 12–14, 17–20 <i>TABE Mastery Mathematics: Level E</i> (NRP 7686): pp. 36–47</p>			
<ul style="list-style-type: none"> Multiply single-digit whole numbers by multiples of 10. 	3.NBT.3	<p>Multiply one-digit whole numbers by multiples of 10 in the range 10–90 using strategies based on place value and properties of operations.</p> <p><i>Scoreboost for TABE Level E: Math 1</i> (NRP 7729): pp. 25–26 <i>TABE Mastery Mathematics: Level E</i> (NRP 7686): pp. 48–51</p>			
<ul style="list-style-type: none"> Compose unit fractions to find the fraction representing a situation 	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 <i>Scoreboost for TABE Level E: Math 1</i> (NRP 7729): pp. 30–32, 40 <i>TABE Mastery Mathematics: Level E</i> (NRP 7686): pp. 56–59</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 7729): pp. 30–32 <i>TABE Mastery Mathematics: Level E</i> (NRP 7686): pp. 56–59</p>			
<ul style="list-style-type: none"> Locate fractions on a number line 		<p>a. Represent a fraction $1/b$ on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into b equal parts. Recognize that each part has size $1/b$ and that the endpoint of the part based at 0 locates the number $1/b$ on the number line.</p> <p><i>Scoreboost for TABE Level E: Math 1</i> (NRP 7729): pp. 30–32, 40 <i>TABE Mastery Mathematics: Level E</i> (NRP 7686): pp. 56–59</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 7729): pp. 30–32, 40 <i>TABE Mastery Mathematics: Level E</i> (NRP 7686): pp. 56–59</p>			

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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 7729): pp. 33–41 <i>TABE Mastery Mathematics: Level E</i> (NRP 7686): pp. 60–73			
• Generate equivalent fractions		a. Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line. <i>Scoreboost for TABE Level E: Math 1</i> (NRP 7729): pp. 35–37 <i>TABE Mastery Mathematics: Level E</i> (NRP 7686): pp. 65–69			
• Generate equivalent fractions		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 7729): pp. 35–37 <i>TABE Mastery Mathematics: Level E</i> (NRP 7686): pp. 65–69			
		c. Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers. <i>Examples: Express 3 in the form $3 = \frac{3}{1}$; recognize that $\frac{6}{1} = 6$; locate $\frac{4}{4}$ and 1 at the same point of a number line diagram.</i> <i>Scoreboost for TABE Level E: Math 1</i> (NRP 7729): pp. 33–34 <i>TABE Mastery Mathematics: Level E</i> (NRP 7686): pp. 60–64			
• Compare 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 7729): pp. 38–39 <i>TABE Mastery Mathematics: Level E</i> (NRP 7686): pp. 70–73			

Student _____

Instructor/Class _____

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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"> Draw types of angles (acute, obtuse, right) Recognize types of angles (acute, obtuse, right) Recognize types of angles (acute, obtuse, right) in a polygon 	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 7736): pp. 26–30, 35–49, 63 <i>TABE Mastery Mathematics: Level M</i> (NRP 7692): pp. 142–145</p>			
<ul style="list-style-type: none"> Know the process for plotting points with whole number coordinates in the first quadrant of the coordinate plane Know the meaning of the x- and y-coordinates used to plot points on a coordinate grid Identify coordinates of points and plot points with whole number coordinates in the first quadrant of the coordinate plane without context 	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 7736): pp. 45–48, 64 <i>TABE Mastery Mathematics: Level M</i> (NRP 7692): pp. 150–155</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 coordinates of points and plot points with whole number coordinates in the first quadrant of the coordinate plane without context Identify coordinates of points and plot points with whole number coordinates in the first quadrant of the coordinate plane in a real-world context Solve problems using a coordinate plane (quadrant I only) 	5.G.2	<p>Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation.</p> <p><i>Breakthrough to Math Level 3: 5 Algebraic Graphs</i> (NRP 2990): pp. 13–15 <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. 92–93 <i>Scoreboost for TABE Level M: Math 2</i> (NRP 7736): pp. 45–48, 64 <i>TABE Mastery Mathematics: Level M</i> (NRP 7692): pp. 156–150</p>			
<ul style="list-style-type: none"> Understand that a characteristic of a category of shapes applies to all subcategories of the category Given a true statement about two-dimensional figures, determine other statements that must be true 	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 7736): pp. 41–44, 63–64 <i>TABE Mastery Mathematics: Level M</i> (NRP 7692): pp. 146–149 <i>WorkWise: Math at Work</i> (NRP 2195): pp. 68–76</p>			
<ul style="list-style-type: none"> Find areas by composing or decomposing a shape 	6.G.1	<p>Find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real-world and mathematical problems.</p> <p><i>Breakthrough to Math Level 4: 2 Algebraic Graphs</i> (NRP 2996): pp. 43–46 <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. 99–106 <i>Scoreboost for TABE Level M: Math 2</i> (NRP 7736): pp. 57–65 <i>TABE Mastery Mathematics: Level M</i> (NRP 7692): pp. 161–155</p>			
<ul style="list-style-type: none"> Identify a polygon on a coordinate plane given the coordinates of the vertices Draw polygons with vertices at whole number coordinates in the coordinate plane 	6.G.3	<p>Draw polygons in the coordinate plane given coordinates for the vertices; use coordinates to find the length of a side joining points with the same first coordinate or the same second coordinate. Apply these techniques in the context of solving real-world and mathematical problems.</p> <p><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. 91–93 <i>Scoreboost for TABE Level M: Math 2</i> (NRP 7736): pp. 49–56, 64–65 <i>TABE Mastery Mathematics: Level M</i> (NRP 7692): pp. 156–160</p>			

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LEVEL M (AE–CCR LEVEL C)

TABE Skill Description	Standard	Description / Materials	Assigned	Completed	Proficiency
MEASUREMENT, DATA, AND PROBABILITY					
<ul style="list-style-type: none"> Inconsistently solve real-world problems requiring conversion of units within the same system Make change 	4.MD.2	Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.			
		<i>Pre–HSE Core Skills in Mathematics</i> (NRP 2881): pp. 112–118 <i>Scoreboost for TABE Level M: Math 2</i> (NRP 7736): pp. 16–19, 34–35 <i>TABE Mastery Mathematics: Level M</i> (NRP 7692): pp. 111–116			
<ul style="list-style-type: none"> Consistently find the missing side length of a rectangle given one side length and the area or perimeter Inconsistently 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 <i>Pre–HSE Core Skills in Mathematics</i> (NRP 2881): pp. 100–102 <i>Scoreboost for TABE Level M: Math 2</i> (NRP 7736): pp. 57–59, 64–65 <i>TABE Mastery Mathematics: Level M</i> (NRP 7692): pp. 161–166			
<ul style="list-style-type: none"> Recognize a one-degree angle as an angle that turns through 1/360 of a circle Understand angle measure as the number of one-degree angles an angle turns through 	4.MD.5	Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint, and understand concepts of angle measurement.			
		<i>Breakthrough to Math Level 4: 2 Triangles and Quadrangles</i> (NRP 2996): pp.15–17, 28–33, 39–49 <i>Pre–HSE Core Skills in Mathematics</i> (NRP 2881): pp. 100–102 <i>Scoreboost for TABE Level M: Math 2</i> (NRP 7736): pp. 57–59, 64–65 <i>TABE Mastery Mathematics: Level M</i> (NRP 7692): pp. 161–166			
		b. An angle that turns through n one-degree angles is said to have an angle measure of n degrees. <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 7736): pp. 26–30, 35–36 <i>TABE Mastery Mathematics: Level M</i> (NRP 7692): pp. 129–132			

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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 	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 7736): pp. 26–30, 35–36 <i>TABE Mastery Mathematics: Level M</i> (NRP 7692): pp. 129–132</p>			
<ul style="list-style-type: none"> Find an unknown angle in a diagram of adjacent angles 	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 7736): pp. 31–33, 36 <i>TABE Mastery Mathematics: Level M</i> (NRP 7692): pp. 133–136</p>			
<ul style="list-style-type: none"> Consistently solve real-world problems requiring conversion of units within the same system 	5.MD.1	<p>Convert among different-sized standard measurement units within a given measurement system, and use these conversions in solving multi-step, real world problems.</p> <p><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 7736): pp. 9–12, 34 <i>TABE Mastery Mathematics: Level M</i> (NRP 7692): pp. 99–104</p>			
<ul style="list-style-type: none"> Create line plots from given data sets and explain simple characteristics Perform calculations with data presented in line plots 	5.MD.2	<p>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.</p> <p><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 7736): pp. 13–14, 35 <i>TABE Mastery Mathematics: Level M</i> (NRP 7692): pp. 105–110</p>			
<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.3	<p>Recognize volume as an attribute of solid figures and understand concepts of volume measurement. (5.MD.3a, 5.MD.3b)</p> <p>a. A cube with side length 1 unit, called a “unit cube,” is said to have “one cubic unit” of volume, and can be used to measure volume</p> <p><i>Pre–HSE Core Skills in Mathematics</i> (NRP 2881): pp. 103–104 <i>Scoreboost for TABE Level M: Math 2</i> (NRP 7736): pp. 20–22, 35 <i>TABE Mastery Mathematics: Level M</i> (NRP 7692): pp. 117–122</p>			

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LEVEL M (AE–CCR LEVEL C)

TABE Skill Description	Standard	Description / Materials	Assigned	Completed	Proficiency
	5.MD.3 (cont.)	<p>b. A solid figure which can be packed without gaps or overlaps using n unit cubes is said to have a volume of n cubic units</p> <p><i>Pre–HSE Core Skills in Mathematics</i> (NRP 2881): pp. 103–104 <i>Scoreboost for TABE Level M: Math 2</i> (NRP 7736): pp. 20–22, 35 <i>TABE Mastery Mathematics: Level M</i> (NRP 7692): pp. 117–122</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 7736): pp. 11–13, 14–16 <i>TABE Mastery Mathematics: Level M</i> (NRP 7692): pp. 117–128 <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 <i>Scoreboost for TABE Level M: Math 2</i> (NRP 7736): pp. 20–22 <i>TABE Mastery Mathematics: Level M</i> (NRP 7692): pp. 117–1227</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 7736): pp. 20–22 <i>TABE Mastery Mathematics: Level M</i> (NRP 7692): pp. 117–122 <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
	5.MD.5 (cont.)	<p>c. Recognize volume as additive. Find volumes of solid figures composed of two non-overlapping right rectangular prisms by adding the volumes of the non-overlapping parts, applying this technique to solve real world problems</p> <p><i>Scoreboost for TABE Level M: Math 2</i> (NRP 7736): pp. 23–25 <i>TABE Mastery Mathematics: Level M</i> (NRP 7692): pp. 123–128 <i>WorkWise: Math at Work</i> (NRP 2195): pp. 68–76</p>			
STATISTICS AND PROBABILITY					
<ul style="list-style-type: none"> Recognize statistical questions 	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 <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. 131–133 <i>Scoreboost for TABE Level M: Math 3</i> (NRP 7737): pp. 52, 64 <i>TABE Mastery Mathematics: Level M</i> (NRP 7692): pp. 231–238 <i>WorkWise: Math at Work</i> (NRP 2195): pp. 63–67</p>			
<ul style="list-style-type: none"> Describe data sets using measures of center and measures of variation 	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 <i>NRP Online Learning: Pre–HSE Mathematics</i> (NRP 7165): Unit 7, Lessons 1, 2 <i>Pre–HSE Core Skills in Mathematics</i> (NRP 2881): pp. 131–137 <i>Scoreboost for TABE Level M: Math 3</i> (NRP 7737): pp. 52–55, 64 <i>TABE Mastery Mathematics: Level M</i> (NRP 7692): pp. 231–246</p>			
<ul style="list-style-type: none"> Recognize measures of center and variability 	6.SP.3	<p>Recognize that a measure of center for a numerical data set summarizes all of its values with a single number, while a measure of variation describes how its values vary with a single number.</p> <p><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. 131–133 <i>Scoreboost for TABE Level M: Math 3</i> (NRP 7737): pp. 52–55, 64 <i>TABE Mastery Mathematics: Level M</i> (NRP 7692): pp. 231–238</p>			
<ul style="list-style-type: none"> Create line plots from given data sets and explain simple characteristics Count data points in a line plot to answer questions 	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 7737): pp. 52–57, 63–64 <i>TABE Mastery Mathematics: Level M</i> (NRP 7692): pp. 231–246</p>			

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LEVEL M (AE–CCR LEVEL C)

TABE Skill Description	Standard	Description / Materials	Assigned	Completed	Proficiency
ALGEBRAIC CONCEPTS					
<ul style="list-style-type: none"> Inconsistently 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 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 7737): pp. 10–13, 21–22</p> <p><i>TABE Mastery Mathematics: Level M</i> (NRP 7692): pp. 180–183</p>			
<ul style="list-style-type: none"> Consistently 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 Solve real-world multiplicative comparison problems Use expressions and equations to represent multiplicative relationships expressed in words 	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 7737): pp. 10–13, 21–22</p> <p><i>TABE Mastery Mathematics: Level M</i> (NRP 7692): pp. 180–183</p> <p><i>WorkWise: Math at Work</i> (NRP 2195): pp. 24–31</p>			
<ul style="list-style-type: none"> Solve multi-step, real-world problems involving addition, subtraction, multiplication, division, and grouping symbols, including interpreting remainders 	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 7737): pp. 14–17, 22</p> <p><i>TABE Mastery Mathematics: Level M</i> (NRP 7692): pp. 164–187</p> <p><i>WorkWise: Math at Work</i> (NRP 2195): pp. 24–31</p>			
<ul style="list-style-type: none"> Extend a shape pattern Generate a number pattern given a starting number and rule 	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 7737): pp. 18–20, 22</p> <p><i>TABE Mastery Mathematics: Level M</i> (NRP 7692): pp. 188–191</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"> Evaluate multi-step expressions involving addition, subtraction, multiplication, division, and grouping symbols without context 	5.OA.1	Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols. <i>Breakthrough to Math Level 3: 1 Signed Numbers</i> (NRP 2986): pp. 22–23, 33–34 <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 7737): pp. 7–10, 21 <i>TABE Mastery Mathematics: Level M</i> (NRP 7692): pp. 171–174			
<ul style="list-style-type: none"> Inconsistently 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 Interpret numerical expressions without evaluating them 	5.OA.2	Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. <i>Scoreboost for TABE Level M: Math 3</i> (NRP 7737): pp. 7–10, 21 <i>TABE Mastery Mathematics: Level M</i> (NRP 7692): pp. 175–179			
<ul style="list-style-type: none"> Evaluate numerical expressions involving whole-number exponents 	6.EE.1	Write and evaluate numerical expressions involving whole-number exponents. <i>Scoreboost for TABE Level M: Math 3</i> (NRP 7737): pp. 23–26, 50 <i>TABE Mastery Mathematics: Level M</i> (NRP 7692): pp. 175–179			
<ul style="list-style-type: none"> Use expressions and equations to represent division relationships expressed in words 	6.EE.2	Write, read, and evaluate expressions in which letters stand for numbers. <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 7737): pp. 4–6, 21, 23–29, 50 <i>TABE Mastery Mathematics: Level M</i> (NRP 7692): pp. 195–200			

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LEVEL M (AE–CCR LEVEL C)

TABE Skill Description	Standard	Description / Materials	Assigned	Completed	Proficiency
	6.EE.2 (cont.)	<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 7737): pp. 23–26 <i>TABE Mastery Mathematics: Level M</i> (NRP 7692): pp. 195–200</p>			
		<p>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.</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 7737): pp. 23–26 <i>TABE Mastery Mathematics: Level M</i> (NRP 7692): pp. 195–200</p>			

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LEVEL M (AE–CCR LEVEL C)

TABE Skill Description	Standard	Description / Materials	Assigned	Completed	Proficiency
	6.EE.2 (cont.)	<p>c. Evaluate expressions at specific values of their variables. Include expressions that arise from formulas used in real-world problems. Perform arithmetic operations, including those involving whole-number exponents, in the conventional order when there are no parentheses to specify a particular order (Order of Operations). <i>For example, use the formulas $V = s^3$ and $A = 6s^2$ to find the volume and surface area of a cube with sides of length $s = 1/2$.</i></p> <hr/> <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 7737): pp. 4–6, 21, 23–29, 50 <i>TABE Mastery Mathematics: Level M</i> (NRP 7692): pp. 195–200</p>			
• Use exponents to show repeated multiplication	6.EE.4	<p>Identify when two expressions are equivalent (i.e., when the two expressions name the same number regardless of which value is substituted into them).</p> <hr/> <p><i>Math Sense 2: Focus on Problem Solving</i> (NRP 2692): pp. 44, 46 <i>Scoreboost for TABE Level M: Math 3</i> (NRP 7737): pp. 30–32 <i>TABE Mastery Mathematics: Level M</i> (NRP 7692): pp. 205–208</p>			
• Identify a value that makes a multi-step inequality true	6.EE.5	<p>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.</p> <hr/> <p><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 7737): pp. 33–35 <i>TABE Mastery Mathematics: Level M</i> (NRP 7692): pp. 209–212</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"> Consistently 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 Solve multi-step equations involving addition, subtraction, multiplication, and division of rational numbers Write and solve multi-step equations involving addition, subtraction, multiplication, division, the distributive property, and exponents (squares and cubes) with rational numbers 	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 7737): pp. 27–29</p> <p><i>TABE Mastery Mathematics: Level M</i> (NRP 7692): pp. 201–204</p>			
<ul style="list-style-type: none"> Inconsistently 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 	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 7737): pp. 36–39</p> <p><i>TABE Mastery Mathematics: Level M</i> (NRP 7692): pp. 213–216</p>			
<ul style="list-style-type: none"> Use an inequality to represent a real-world situation 	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 7737): pp. 40–42</p> <p><i>TABE Mastery Mathematics: Level M</i> (NRP 7692): pp. 217–220</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"> Represent a real-world situation on a graph (quadrant I only) Write and solve expressions and equations to represent real-world situations given in a table 	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 7737): pp. 43–49, 51 <i>TABE Mastery Mathematics: Level M</i> (NRP 7692): pp. 221–228</p>			
NUMBERS AND OPERATIONS					
<ul style="list-style-type: none"> Compare the values of digits in multi-digit numbers and observing patterns 	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 7735): pp. 4–7, 26 <i>TABE Mastery Mathematics: Level M</i> (NRP 7692): pp. 18–21 <i>WorkWise: Math at Work</i> (NRP 2195): pp. 5–10</p>			
<ul style="list-style-type: none"> Compare multi-digit numbers using place value 	4.NBT.2	<p>Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons.</p> <p><i>NRP Online Learning: Pre–HSE Mathematics</i> (NRP 7165): Unit 1, Lessons 1, 2, 3, 4 <i>Pre–HSE Core Skills in Mathematics</i> (NRP 2881): pp. 13–14, 16–18 <i>Scoreboost for TABE Level M: Math 1</i> (NRP 7735): pp. 4–7, 26 <i>TABE Mastery Mathematics: Level M</i> (NRP 7692): pp. 18–22</p>			
<ul style="list-style-type: none"> Round multi-digit whole numbers to any place value 	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 7735): pp. 4–7, 26 <i>TABE Mastery Mathematics: Level M</i> (NRP 7692): pp. 18–22 <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
<ul style="list-style-type: none"> Add and subtract multi-digit whole numbers 	4.NBT.4	<p>Fluently add and subtract multi-digit whole numbers using the standard algorithm.</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 2978): pp. 7–50</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. 23, 26</p> <p><i>Scoreboost for TABE Level M: Math 1</i> (NRP 7735): pp. 8–11, 26</p> <p><i>TABE Mastery Mathematics: Level M</i> (NRP 7692): pp. 23–26</p> <p><i>WorkWise: Math at Work</i> (NRP 2195): pp. 16–23</p>			
<ul style="list-style-type: none"> Divide two-, three-, and four-digit whole numbers by one- and two-digit whole 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 7735): pp. 21–23, 27–28</p> <p><i>TABE Mastery Mathematics: Level M</i> (NRP 7692): pp. 40–45</p> <p><i>WorkWise: Math at Work</i> (NRP 2195): pp. 24–31</p>			
<ul style="list-style-type: none"> Express a given base ten number as a single digit multiplied by a power of 10 Multiply by powers of 10 expressed using exponents 	5.NBT.2	<p>Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10.</p> <p><i>Scoreboost for TABE Level M: Math 1</i> (NRP 7735): pp. 18–20, 27, 40–42, 44</p> <p><i>TABE Mastery Mathematics: Level M</i> (NRP 7692): pp. 36–39, 66–69</p>			
<ul style="list-style-type: none"> Multiply two-, three-, and four-digit whole numbers by one- and two-digit whole 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>NRP Online Learning: Pre–HSE Mathematics</i> (NRP 7165): Unit 1, Lesson 4</p> <p><i>Scoreboost for TABE Level M: Math 1</i> (NRP 7735): pp. 12–14, 26–27</p> <p><i>TABE Mastery Mathematics: Level M</i> (NRP 7692): pp. 27–31</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
<ul style="list-style-type: none"> Divide two-, three-, and four-digit whole numbers by one- and two-digit whole numbers 	5.NBT.6	<p>Find whole-number quotients of whole numbers with up to four-digit dividends and two-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>Scoreboost for TABE Level M: Math 1</i> (NRP 7735): pp. 24–25, 28 <i>TABE Mastery Mathematics: Level M</i> (NRP 7692): pp. 40–45</p>			
<ul style="list-style-type: none"> Solve real-world problems using addition, subtraction, multiplication, and division with decimals to the hundredths place Solve real-world problems using addition, subtraction, multiplication, and division with money in dollars and cents 	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 <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. 24–26 <i>Scoreboost for TABE Level M: Math 1</i> (NRP 7735): pp. 29–39, 43–44 <i>TABE Mastery Mathematics: Level M</i> (NRP 7692): pp. 50–65 <i>WorkWise: Math at Work</i> (NRP 2195): pp. 47–55</p>			
<ul style="list-style-type: none"> Divide two-, three-, and four-digit whole numbers by one- and two-digit whole numbers 	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 <i>Math Sense 1: Focus on Operations</i> (NRP 2691): pp. 24, 54 <i>Scoreboost for TABE Level M: Math 1</i> (NRP 7735): pp. 21–23, 27–28 <i>TABE Mastery Mathematics: Level M</i> (NRP 7692): pp. 40–45 <i>WorkWise: Math at Work</i> (NRP 2195): pp. 16–23, 24–31</p>			
<ul style="list-style-type: none"> Divide multi-digit decimals 	6.NS.3	<p>Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation.</p> <p><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. 24–26 <i>Scoreboost for TABE Level M: Math 1</i> (NRP 7735): pp. 29–39, 43–44 <i>TABE Mastery Mathematics: Level M</i> (NRP 7692): pp. 50–65</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"> Use the distributive property to rewrite a sum by factoring out a common factor 	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 <i>Math Sense 1: Focus on Operations</i> (NRP 2691): pp. 78, 80 <i>Math Sense 2: Focus on Problem Solving</i> (NRP 2692): pp. 24 <i>NRP Online Learning: Pre–HSE Mathematics</i> (NRP 7165): Unit 1, Lesson 5 <i>Pre–HSE Core Skills in Mathematics</i> (NRP 2881): pp. 27–30 <i>Scoreboost for TABE Level M: Math 1</i> (NRP 7735): pp. 15–17, 27 <i>TABE Mastery Mathematics: Level M</i> (NRP 7692): pp. 32–35 <i>WorkWise: Math at Work</i> (NRP 2195): pp. 39–46</p>			
<ul style="list-style-type: none"> Use multiple representations to create equivalent fractions 	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 7735): pp. 45–46, 58 <i>TABE Mastery Mathematics: Level M</i> (NRP 7692): pp. 73–76</p>			
<ul style="list-style-type: none"> Convert a fraction with denominator 10 or 100 to a decimal 	4.NF.6	<p>Use decimal notation for fractions with denominators 10 or 100.</p> <p><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. 33–34 <i>Scoreboost for TABE Level M: Math 1</i> (NRP 7735): pp. 42–48, 58 <i>TABE Mastery Mathematics: Level M</i> (NRP 7692): pp. 77–82</p>			

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LEVEL M (AE–CCR LEVEL C)

TABE Skill Description	Standard	Description / Materials	Assigned	Completed	Proficiency
	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, e.g., by using visual fraction models or equations to represent the problem. <i>Breakthrough to Math Level 2: 3 Multiplying and Dividing Fractions</i> (NRP 2978): pp. 23–25 <i>Pre–HSE Core Skills in Mathematics</i> (NRP 2881): pp. 32, 34, 39 <i>Scoreboost for TABE Level M: Math 1</i> (NRP 7735): pp. 54–55, 59 <i>TABE Mastery Mathematics: Level M</i> (NRP 7692): pp. 83–88			
• 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.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 7735): pp. 49–50, 58 <i>TABE Mastery Mathematics: Level M</i> (NRP 7692): pp. 72–82 <i>WorkWise: Math at Work</i> (NRP 2195): pp. 39–46			
• Solve problems using multiplication of fractions with different denominators	5.NF.6	Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem. <i>Breakthrough to Math Level 2: 3 Multiplying and Dividing Fractions</i> (NRP 2978): pp. 16–17 <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 7735): pp. 51–53, 58 <i>TABE Mastery Mathematics: Level M</i> (NRP 7692): pp. 77–82 <i>WorkWise: Math at Work</i> (NRP 2195): pp. 39–46			
• Solve simple, one-step, real-world problems involving multiplication or division involving a unit fraction	5.NF.7	Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions. <i>Breakthrough to Math Level 2: 3 Multiplying and Dividing Fractions</i> (NRP 2978): pp. 16–17, 22–23 <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 7735): pp. 60–61 <i>TABE Mastery Mathematics: Level M</i> (NRP 7692): pp. 100–103			

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LEVEL M (AE–CCR LEVEL C)

TABE Skill Description	Standard	Description / Materials	Assigned	Completed	Proficiency
	5.NF.7 (cont.)	a. Interpret division of a unit fraction by a non-zero whole number, and compute such quotients. For example, create a story context for $(1/3) \div 4$, and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that $(1/3) \div 4 = 1/12$ because $(1/12) \times 4 = 1/3$ <i>Scoreboost for TABE Level M: Math 1</i> (NRP 7735): pp. 56–57 <i>TABE Mastery Mathematics: Level M</i> (NRP 7692): pp. 87–90			
		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 $20 \times (1/5) = 4$. <i>Breakthrough to Math Level 2: 3 Multiplying and Dividing Fractions</i> (NRP 2978): pp. 22–25 <i>Scoreboost for TABE Level M: Math 1</i> (NRP 7735): pp. 56–57 <i>TABE Mastery Mathematics: Level M</i> (NRP 7692): pp. 87–90			
	6.RP.1	Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities. <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 1</i> (NRP 7735): pp. 4–5, 34 <i>TABE Mastery Mathematics: Level M</i> (NRP 7692): pp. 94–98			
	6.RP.2	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. <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 7736): pp. 6–8, 34 <i>TABE Mastery Mathematics: Level M</i> (NRP 7692): pp. 83–90			

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"> Solve problems involving finding area from scale drawings Solve problems involving finding length from scale drawings 	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 7743): pp. 4–7, 20–23 <i>TABE Mastery Mathematics: Level D</i> (NRP 7698): pp. 178–183</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 7743): pp. 22–26, 41 <i>TABE Mastery Mathematics: Level D</i> (NRP 7698): pp. 200–205</p>			
<ul style="list-style-type: none"> Use facts about supplementary, complementary, vertical, and adjacent angles to find an unknown angle along a line Use facts about supplementary, complementary, vertical, and adjacent angles to find an unknown angle in figures Use facts about supplementary, complementary, vertical, and adjacent angles to solve problems 	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 7743): pp. 16–21 <i>TABE Mastery Mathematics: Level D</i> (NRP 7698): pp. 194–197</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"> Solve real-world problems involving finding volume of objects formed by composing right prisms 	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 7743): pp. 22–26, 27–30, 31–33 <i>TABE Mastery Mathematics: Level D</i> (NRP 7698): pp. 200–217</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 Use a series of simple transformations (reflections, translations, and dilations) to show congruence or similarity 	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 7743): pp. 8–11, 20 <i>TABE Mastery Mathematics: Level D</i> (NRP 7698): pp. 184–187</p>			
<ul style="list-style-type: none"> Use a series of simple transformations (90 or 180 degree rotations, reflections, translations, and dilations) to show congruence or similarity Use a series of simple transformations (reflections, translations, and dilations) to show congruence or similarity 	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 7743): pp. 12–15, 20–21 <i>TABE Mastery Mathematics: Level D</i> (NRP 7698): pp. 188–193</p>			
<ul style="list-style-type: none"> Use facts about supplementary, complementary, vertical, and adjacent angles to find an unknown angle around a triangle 	8.G.5	<p>Use informal arguments to establish facts about the angle sum and exterior angle of triangles, about the angles created when parallel lines are cut by a transversal, and the angle-angle criterion for similarity of triangles.</p> <p><i>Scoreboost for TABE Level D: Math 3</i> (NRP 7743): pp. 24–36, 42 <i>TABE Mastery Mathematics: Level D</i> (NRP 7698): pp. 218–223</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 the Pythagorean theorem to find missing side lengths of right triangles both on and off the coordinate plane Use the Pythagorean theorem to find missing side lengths of right triangles both on and off the coordinate plane given a graphic Use the Pythagorean theorem to find missing side lengths of right triangles without a graphic 	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 7743): pp. 37–40, 42 <i>TABE Mastery Mathematics: Level D</i> (NRP 7698): pp. 224–227</p>			
MEASUREMENT, DATA, AND PROBABILITY					
<ul style="list-style-type: none"> Describe a data set being measured in a context Find a measure of center and variability of a given data set 	6.SP.5	<p>Summarize numerical data sets in relation to their context, such as by: (6.RP.5.d)</p> <p><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 7744): pp. 4–7 <i>TABE Mastery Mathematics: Level D</i> (NRP 7698): pp. 230–233</p>			
		<p>d. Relating the choice of measures of center and variability to the shape of the data distribution and the context in which the data were gathered.</p> <p><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 7744): pp. 4–6, 36 <i>TABE Mastery Mathematics: Level D</i> (NRP 7698): pp. 232–237</p>			
<ul style="list-style-type: none"> Identify errors in selecting a representative sample of a population Identify sample as representative or not representative of a population 	7.SP.1	<p>Understand that statistics can be used to gain information about a population by examining a sample of the population; generalizations about a population from a sample are valid only if the sample is representative of that population. Understand that random sampling tends to produce representative samples and support valid inferences.</p> <p><i>NRP Online Learning: Pre–HSE Mathematics</i> (NRP 7165): Unit 6, Lesson 4 <i>Scoreboost for TABE Level D: Math 4</i> (NRP 7744): pp. 16–20, 39–42, 37, 54 <i>TABE Mastery Mathematics: Level D</i> (NRP 7698): pp. 272–276</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 data to draw inferences 	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 7744): pp. 16–20, 37 <i>TABE Mastery Mathematics: Level D</i> (NRP 7698): pp. 244–247</p>			
<ul style="list-style-type: none"> Use measures of center and variability of given data sets to draw inferences Use measures of center and variability of given data sets, represented in multiple ways, to draw comparative 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 7744): pp. 11–15, 36 <i>TABE Mastery Mathematics: Level D</i> (NRP 7698): pp. 238–243</p>			
<ul style="list-style-type: none"> Interpret probabilities as unlikely or likely 	7.SP.5	<p>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.</p> <p><i>Math Sense 3: Focus on Analysis</i> (NRP 2693): pp. 64–65 <i>Scoreboost for TABE Level D: Math 4</i> (NRP 7744): pp. 43–44, 54–55 <i>TABE Mastery Mathematics: Level D</i> (NRP 7698): pp. 277–280</p>			
<ul style="list-style-type: none"> Consistently use basic probability models to simulate events and generate random data (e.g., using spinners, rolling dice, flipping coins, etc.) Inconsistently use basic probability models to simulate events and generate random data (e.g., using spinners, rolling dice, flipping coins, etc.) 	7.SP.6	<p>Approximate the probability of a chance event by collecting data on the chance process that produces it and observing its long-run relative frequency, and predict the approximate relative frequency given the probability.</p> <p><i>Scoreboost for TABE Level D: Math 4</i> (NRP 7744): pp. 50–53, 55 <i>TABE Mastery Mathematics: Level D</i> (NRP 7698): pp. 285–290</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"> Find the probability of a simple event 	7.SP.7	<p>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.</p> <p><i>Math Sense 3: Focus on Analysis</i> (NRP 2693): pp. 64–71 <i>Scoreboost for TABE Level D: Math 4</i> (NRP 7744): pp. 45–49 <i>TABE Mastery Mathematics: Level D</i> (NRP 7698): pp. 281–284</p>			
		<p>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.</p> <p><i>Math Sense 3: Focus on Analysis</i> (NRP 2693): pp. 64–65 <i>Scoreboost for TABE Level D: Math 4</i> (NRP 7744): pp. 45–49 <i>TABE Mastery Mathematics: Level D</i> (NRP 7698): pp. 281–284</p>			
		<p>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?</p> <p><i>Math Sense 3: Focus on Analysis</i> (NRP 2693): pp. 70–71 <i>Scoreboost for TABE Level D: Math 4</i> (NRP 7744): pp. 45–49 <i>TABE Mastery Mathematics: Level D</i> (NRP 7698): pp. 281–284</p>			
<ul style="list-style-type: none"> Describe patterns in a data set (e.g. outliers or clustering) 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 7744): pp. 21–24, 37</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"> Draw lines of best fit to model linear relationships 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 7744): pp. 25–28, 37 <i>TABE Mastery Mathematics: Level D</i> (NRP 7698): pp. 254–257</p>			
<ul style="list-style-type: none"> Interpret the slope and y-intercept of a linear model Use the equation of a linear model to make an estimate 	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 7744): pp. 29–31, 37 <i>TABE Mastery Mathematics: Level D</i> (NRP 7698): pp. 258–263</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 7744): pp. 32–35, 38 <i>TABE Mastery Mathematics: Level D</i> (NRP 7698): pp. 264–267</p>			
ALGEBRAIC CONCEPTS					
<ul style="list-style-type: none"> Factor linear expressions with rational coefficients 	7.EE.1	<p>Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients.</p> <p><i>NRP Online Learning: Pre–HSE Mathematics</i> (NRP 7165): Unit 4, Lessons 1, 2, 5 <i>Scoreboost for TABE Level D: Math 2</i> (NRP 7742): pp. 33–34 <i>TABE Mastery Mathematics: Level D</i> (NRP 7698): pp. 132–136</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"> Rewrite an expression in a different form to show a relationship between quantities 	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</p> <p><i>NRP Online Learning: Pre–HSE Mathematics</i> (NRP 7165): Unit 4, Lessons 1, 2, 3, 5</p> <p><i>Pre–HSE Core Skills in Mathematics</i> (NRP 2881): pp. 61, 64, 65, 66, 68, 69, 70, 76, 77, 78</p> <p><i>Scoreboost for TABE Level D: Math 2</i> (NRP 7742): pp. 35–36, 71</p> <p><i>TABE Mastery Mathematics: Level D</i> (NRP 7698): pp. 132–136</p>			
<ul style="list-style-type: none"> Solve multi-step real-world problems with rational numbers 	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 7742): pp. 37–40, 71</p> <p><i>TABE Mastery Mathematics: Level D</i> (NRP 7698): pp. 137–140</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"> Solve real-world problems leading to equations of the form $px + q = r$ Write linear equations to represent real-world situations 	7.EE.4	<p>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.</p> <p><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 7742): pp. 41–52, 71 <i>TABE Mastery Mathematics: Level D</i> (NRP 7698): pp. 145–152</p>			
		<p>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?</p> <p><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 7742): pp. 41–48 <i>TABE Mastery Mathematics: Level D</i> (NRP 7698): pp. 145–148</p>			
		<p>b. Solve word problems leading to inequalities of the form $px + q > r$ or $px + q < r$, where p, q, and r are specific rational numbers. Graph the solution set of the inequality and interpret it in the context of the problem. For example: As a salesperson, you are paid \$50 per week plus \$3 per sale. This week you want your pay to be at least \$100. Write an inequality for the number of sales you need to make, and describe the solutions.</p> <p><i>Scoreboost for TABE Level D: Math 2</i> (NRP 7742): pp. 49–52 <i>TABE Mastery Mathematics: Level D</i> (NRP 7698): pp. 149–152</p>			

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TABE Skill Description	Standard	Description / Materials	Assigned	Completed	Proficiency
<ul style="list-style-type: none"> Apply the properties of integer exponents 	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 7742): pp. 53–56, 71 <i>TABE Mastery Mathematics: Level D</i> (NRP 7698): pp. 153–157</p>			
<ul style="list-style-type: none"> Solve equations involving square and cube roots of perfect squares and cubes Use square root symbols to express solutions to simple equations with squares 	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 7742): pp. 59–60, 71 <i>TABE Mastery Mathematics: Level D</i> (NRP 7698): pp. 158–161</p>			
<ul style="list-style-type: none"> Express very large and very small numbers in scientific notation 	8.EE.4	<p>Perform operations with numbers expressed in scientific notation, including problems where both decimal and scientific notation are used. Use scientific notation and choose units of appropriate size for measurements of very large or very small quantities (e.g., use millimeters per year for seafloor spreading). Interpret scientific notation that has been generated by technology.</p> <p><i>Scoreboost for TABE Level D: Math 2</i> (NRP 7742): pp. 57–58, 71 <i>TABE Mastery Mathematics: Level D</i> (NRP 7698): pp. 153–157</p>			
<ul style="list-style-type: none"> Consistently compare the unit rates of two proportional relationships represented in different ways Inconsistently compare the unit rates of two proportional relationships represented in different ways 	8.EE.5	<p>Graph proportional relationships, interpreting the unit rate as the slope of the graph. Compare two different proportional relationships represented in different ways.</p> <p><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 7742): pp. 61–64, 72 <i>TABE Mastery Mathematics: Level D</i> (NRP 7698): pp. 162–167</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"> Consistently write or solve expressions and equations involving the distributive property and combining like terms Inconsistently write or solve expressions and equations involving the distributive property and combining like terms 	8.EE.7	<p>Solve linear equations in one variable.</p> <p><i>Scoreboost for TABE Level D: Math 2</i> (NRP 7742): pp. 41–44, 71</p> <p><i>TABE Mastery Mathematics: Level D</i> (NRP 7698): pp 141–144</p>			
<ul style="list-style-type: none"> Graph systems of linear equations and find the point of intersection to approximate the solution Solve problems leading to two linear equations in two variables 	8.EE.8	<p>Analyze and solve pairs of simultaneous linear equations.</p> <p><i>Math Sense 3: Focus on Analysis</i> (NRP 2693): pp. 76–83</p> <p><i>Scoreboost for TABE Level D: Math 2</i> (NRP 7742): pp. 65–70 , 72</p> <p><i>TABE Mastery Mathematics: Level D</i> (NRP 7698): pp. 168–173</p>			
		<p>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.</p> <p><i>Math Sense 3: Focus on Analysis</i> (NRP 2693): pp. 76–77</p> <p><i>Scoreboost for TABE Level D: Math 2</i> (NRP 7742): pp. 65–70, 72</p> <p><i>TABE Mastery Mathematics: Level D</i> (NRP 7698): pp. 168–173</p>			
		<p>b. Solve systems of two linear equations in two variables algebraically, and estimate solutions by graphing the equations. Solve simple cases by inspection. For example, $3x + 2y = 5$ and $3x + 2y = 6$ have no solution because $3x + 2y$ cannot simultaneously be 5 and 6.</p> <p><i>Math Sense 3: Focus on Analysis</i> (NRP 2693): pp. 76–77</p> <p><i>Scoreboost for TABE Level D: Math 2</i> (NRP 7742): pp. 65–70</p> <p><i>TABE Mastery Mathematics: Level D</i> (NRP 7698): pp. 168–173</p>			
		<p>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.</p> <p><i>Math Sense 3: Focus on Analysis</i> (NRP 2693): pp. 76–77</p> <p><i>Scoreboost for TABE Level D: Math 2</i> (NRP 7742): pp. 65–70</p> <p><i>TABE Mastery Mathematics: Level D</i> (NRP 7698): pp. 168–173</p>			
<ul style="list-style-type: none"> Identify and create examples and non-examples of functions Identify points included in the graph of a function 	8.F.1	<p>Understand that a function is a rule that assigns to each input exactly one output. The graph of a function is the set of ordered pairs consisting of an input and the corresponding output.</p> <p><i>Scoreboost for TABE Level D: Math 2</i> (NRP 7742): pp. 48–50, 62</p> <p><i>TABE Mastery Mathematics: Level D</i> (NRP 7698): pp 78–84</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 simple characteristics of graphs of functions (e.g., increasing, linear, etc.) 	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 <i>Math Sense 3: Focus on Analysis</i> (NRP 2693): pp. 102–103 <i>NRP Online Learning: Pre–HSE Mathematics</i> (NRP 7165): Unit 4, Lesson 4 <i>Pre–HSE Workbook, Math 2: Algebraic Thinking, Data Analysis, and Probability</i> (NRP 2645): pp. 22–23, 26–27 <i>Scoreboost for TABE Level D: Math 1</i> (NRP 7741): pp. 51–54, 63 <i>TABE Mastery Mathematics: Level D</i> (NRP 7698): pp. 78–84</p>			
<ul style="list-style-type: none"> Identify the rate of change of a linear function represented by a description 	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 7741): pp. 55–58, 63–64 <i>TABE Mastery Mathematics: Level D</i> (NRP 7698): pp. 85–90</p>			
<ul style="list-style-type: none"> 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 7741): pp. 59–62.9–62. <i>TABE Mastery Mathematics: Level D</i> (NRP 7698): pp. 91–96</p>			
NUMBERS AND OPERATIONS					
<ul style="list-style-type: none"> Consistently represent real-world situations with rational numbers Inconsistently represent real-world situations with rational numbers 	6.NS.5	<p>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.</p> <p><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 7741): pp. 4–7 <i>TABE Mastery Mathematics: Level D</i> (NRP 7698): pp. 20–25</p>			

MATHEMATICS

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 7741): pp. 4–7, 14–17 <i>TABE Mastery Mathematics: Level D</i> (NRP 7698): pp. 20–25, 34–39			
• Identify and represent the absolute values and opposites of numbers on a number line		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 7741): pp. 4–7 <i>TABE Mastery Mathematics: Level D</i> (NRP 7698): pp. 20–25			
• Plot pairs of values on a coordinate grid		b. Understand signs of numbers in ordered pairs as indicating locations in quadrants of the coordinate plane; recognize that when two ordered pairs differ only by signs, the locations of the points are related by reflections across one or both axes. <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 7741): pp. 10–17 <i>TABE Mastery Mathematics: Level D</i> (NRP 7698): pp. 34–39			
• Plot pairs of values on a coordinate grid		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 7741): pp. 14–17 <i>TABE Mastery Mathematics: Level D</i> (NRP 7698): pp. 20–25, 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 7741): pp. 8–13, 18 <i>TABE Mastery Mathematics: Level D</i> (NRP 7698): pp. 26–33			
• Identify and represent rational numbers on a number line		a. Interpret statements of inequality as statements about the relative position of two numbers on a number line diagram. <i>For example, interpret $-3 > -7$ as a statement that -3 is located to the right of -7 on a number line oriented from left to right.</i> <i>NRP Online Learning: Pre–HSE Mathematics</i> (NRP 7165): Unit 1, Lesson 1 <i>Scoreboost for TABE Level D: Math 1</i> (NRP 7741): pp. 10–13 <i>TABE Mastery Mathematics: Level D</i> (NRP 7698): pp. 30–33			
• Compare negative numbers		b. Write, interpret, and explain statements of order for rational numbers in real-world contexts. <i>For example, write $-3^{\circ}\text{C} > -7^{\circ}\text{C}$ to express the fact that -3°C is warmer than -7°C.</i> <i>NRP Online Learning: Pre–HSE Mathematics</i> (NRP 7165): Unit 1, Lesson 1 <i>Scoreboost for TABE Level D: Math 1</i> (NRP 7741): pp. 10–13 <i>TABE Mastery Mathematics: Level D</i> (NRP 7698): pp. 30–33			
• Find the value of the absolute value of a number		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. <i>For example, for an account balance of -30 dollars, write $-30 = 30$ to describe the size of the debt in dollars.</i> <i>Math Sense 2: Focus on Problem Solving</i> (NRP 2692): pp. 28–29 <i>Scoreboost for TABE Level D: Math 1</i> (NRP 7741): pp. 8–9 <i>TABE Mastery Mathematics: Level D</i> (NRP 7698): pp. 26–29			
• Compare negative numbers	6.NS.7 (cont.)	d. Distinguish comparisons of absolute value from statements about order. <i>For example, recognize that an account balance less than -30 dollars represents a debt greater than 30 dollars.</i> <i>NRP Online Learning: Pre–HSE Mathematics</i> (NRP 7165): Unit 1, Lessons 1, 4, 6 <i>Scoreboost for TABE Level D: Math 1</i> (NRP 7741): pp. 10–13 <i>TABE Mastery Mathematics: Level D</i> (NRP 7698): pp. 26–29			

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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"> Find distance between points on a coordinate plane with a common coordinate given a coordinate grid Find distance between points on a coordinate plane with a common coordinate without a given coordinate grid 	6.NS.8	<p>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.</p> <p><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 7741): pp. 28–31, 46 <i>TABE Mastery Mathematics: Level D</i> (NRP 7698): pp. 52–57</p>			
<ul style="list-style-type: none"> Solve one-step problems, with and without context, involving operations with positive and negative integers 	7.NS.1	<p>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.</p> <p><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 7741): pp. 20–27 <i>TABE Mastery Mathematics: Level D</i> (NRP 7698): pp. 44–51</p>			
<ul style="list-style-type: none"> Identify situations in which opposites combine to make 0 		<p>a. Describe situations in which opposite quantities combine to make 0. For example, if a check is written for the same amount as a deposit, made to the same checking account, the result is a zero increase or decrease in the account balance.</p> <p><i>NRP Online Learning: Pre–HSE Mathematics</i> (NRP 7165): Unit 4, Lessons 2 <i>Scoreboost for TABE Level D: Math 1</i> (NRP 7741): pp. 20–27 <i>TABE Mastery Mathematics: Level D</i> (NRP 7698): pp. 44–47</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 situations in which opposites combine to make 0 	7.NS.1 (cont.)	b. Understand $p + q$ as the number located a distance $ q $ from p , in the positive or negative direction depending on whether q is positive or negative. Show that a number and its opposite have a sum of 0 (are additive inverses). Interpret sums of rational numbers by describing real-world contexts. <i>NRP Online Learning: Pre–HSE Mathematics</i> (NRP 7165): Unit 4, Lessons 1, 2 <i>Scoreboost for TABE Level D: Math 1</i> (NRP 7741): pp. 20–23 <i>TABE Mastery Mathematics: Level D</i> (NRP 7698): pp. 44–47			
<ul style="list-style-type: none"> Identify situations in which opposites combine to make 0 Solve one-step problems, with and without context, involving operations with positive and negative integers 		c. Understand subtraction of rational numbers as adding the additive inverse, $p - q = p + -q$. Show that the distance between two rational numbers on the number line is the absolute value of their difference, and apply this principle in real-world contexts. <i>NRP Online Learning: Pre–HSE Mathematics</i> (NRP 7165): Unit 4, Lessons 2 <i>Scoreboost for TABE Level D: Math 1</i> (NRP 7741): pp. 24–27 <i>TABE Mastery Mathematics: Level D</i> (NRP 7698): pp. 48–51			
		d. Apply properties of operations as strategies to add and subtract rational numbers. <i>NRP Online Learning: Pre–HSE Mathematics</i> (NRP 7165): Unit 1, Lessons 4, 7; Unit 4, Lesson 2 <i>Scoreboost for TABE Level D: Math 1</i> (NRP 7741): pp. 20–23 <i>TABE Mastery Mathematics: Level D</i> (NRP 7698): pp. 44–51			
<ul style="list-style-type: none"> Solve problems, with and without context, involving operations with positive and negative integers 	7.NS.2	Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers. <i>Math Sense 1: Focus on Operations</i> (NRP 2691): pp. 70–71, 88–93, 96–97 <i>Math Sense 2: Focus on Problem Solving</i> (NRP 2692): pp. 24–25, 30–31, 34–35 <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 <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 <i>Scoreboost for TABE Level D: Math 1</i> (NRP 7741): pp. 32–45 <i>TABE Mastery Mathematics: Level D</i> (NRP 7698): pp. 58–69			

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LEVEL D (AE–CCR LEVEL D)

TABE Skill Description	Standard	Description / Materials	Assigned	Completed	Proficiency
	7.NS.2 (cont.)	<p>a. Understand that multiplication is extended from fractions to rational numbers by requiring that operations continue to satisfy the properties of operations, particularly the distributive property, leading to products such as $(-1)(-1) = 1$ and the rules for multiplying signed numbers. Interpret products of rational numbers by describing real-world contexts.</p> <p><i>NRP Online Learning: Pre–HSE Mathematics</i> (NRP 7165): Unit 1, Lessons 4, 7 <i>Scoreboost for TABE Level D: Math 1</i> (NRP 7741): pp. 32–45 <i>TABE Mastery Mathematics: Level D</i> (NRP 7698): pp. 58–69</p>			
		<p>b. Understand that integers can be divided, provided that the divisor is not zero, and every quotient of integers (with non-zero divisor) is a rational number. If p and q are integers, then $-(p/q) = (-p)/q = p/(-q)$. Interpret quotients of rational numbers by describing real-world contexts.</p> <p><i>NRP Online Learning: Pre–HSE Mathematics</i> (NRP 7165): Unit 1, Lessons 4, 5, 7 <i>Scoreboost for TABE Level D: Math 1</i> (NRP 7741): pp. 32–45 <i>TABE Mastery Mathematics: Level D</i> (NRP 7698): pp. 58–69</p>			
		<p>c. Apply properties of operations as strategies to multiply and divide rational numbers.</p> <p><i>NRP Online Learning: Pre–HSE Mathematics</i> (NRP 7165): Unit 1, Lessons 4, 5, 7 <i>Scoreboost for TABE Level D: Math 1</i> (NRP 7741): pp. 32–45 <i>TABE Mastery Mathematics: Level D</i> (NRP 7698): pp. 58–69</p>			
		<p>d. Convert a rational number to a decimal using long division; know that the decimal form of a rational number terminates in 0s or eventually repeats.</p> <p><i>NRP Online Learning: Pre–HSE Mathematics</i> (NRP 7165): Unit 1, Lesson 4 <i>Scoreboost for TABE Level D: Math 1</i> (NRP 7741): pp. 32–45 <i>TABE Mastery Mathematics: Level D</i> (NRP 7698): pp. 58–69</p>			
• Solve problems by finding and applying unit rates	7.NS.3	<p>Solve real-world and mathematical problems involving the four operations with rational numbers.</p> <p><i>Scoreboost for TABE Level D: Math 1</i> (NRP 7741): pp. 20–27, 32–39, 46–47 <i>TABE Mastery Mathematics: Level D</i> (NRP 7698): pp. 44–51, 58–65</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 and represent approximations of irrational numbers 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 <i>NRP Online Learning: Pre–HSE Mathematics</i> (NRP 7165): Unit 1, Lessons 1, 2, 3 <i>Pre–HSE Workbook, Math 1: Whole Numbers, Decimals, Fractions, Percents, and Measurement</i> (NRP 2644): pp. 8–11 <i>Scoreboost for TABE Level D: Math 1</i> (NRP 7741): pp. 44–46 <i>TABE Mastery Mathematics: Level D</i> (NRP 7698): pp. 70–73</p>			
<ul style="list-style-type: none"> Solve problems by finding and applying unit rates Use ratios to convert measurement units Find a percent of a total 	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 <i>Math Sense 2: Focus on Problem Solving</i> (NRP 2692): pp. 62–63, 67, 86–87, 90–91, 146–147 <i>Math Sense 3: Focus on Analysis</i> (NRP 2693): pp. 22–23, 26–27, 42–45, 106–109 <i>NRP Online Learning: Pre–HSE Mathematics</i> (NRP 7165): Unit 2, Lessons 1, 2; Unit 6, Lesson 3 <i>Pre–HSE Core Skills in Mathematics</i> (NRP 2881): pp. 44, 45, 46, 48, 49, 50, 119, 120, 121 <i>Scoreboost for TABE Level D: Math 2</i> (NRP 7742): pp. 4–8, 14–17, 20–28 <i>TABE Mastery Mathematics: Level D</i> (NRP 7698): pp. 100–115, 120–127</p>			
		<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 <i>Math Sense 2: Focus on Problem Solving</i> (NRP 2692): pp. 146–147 <i>Math Sense 3: Focus on Analysis</i> (NRP 2693): pp. 106–109 <i>Scoreboost for TABE Level D: Math 2</i> (NRP 7742): pp. 4–8 <i>TABE Mastery Mathematics: Level D</i> (NRP 7698): pp. 100–114</p>			

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LEVEL D (AE–CCR LEVEL D)

TABE Skill Description	Standard	Description / Materials	Assigned	Completed	Proficiency
	6.RP.3 (cont.)	b. Solve unit rate problems including those involving unit pricing and constant speed. <i>For example, if it took 7 hours to mow 4 lawns, then at that rate, how many lawns could be mowed in 35 hours? At what rate were lawns being mowed?</i> <i>Scoreboost for TABE Level D: Math 2 (NRP 7742): pp. 14–17</i> <i>TABE Mastery Mathematics: Level D (NRP 7698): pp. 112–115</i>			
		c. Find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means 30/100 times the quantity); solve problems involving finding the whole, given a part and the percent. <i>Scoreboost for TABE Level D: Math 2 (NRP 7742): pp. 20–22</i> <i>TABE Mastery Mathematics: Level D (NRP 7698): pp. 120–123</i>			
		d. Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities. <i>Scoreboost for TABE Level D: Math 2 (NRP 7742): pp. 23–28</i> <i>TABE Mastery Mathematics: Level D (NRP 7698): pp. 124–127</i>			
• Compute unit rates using ratios of fractions	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 (NRP 2692): pp. 62–63</i> <i>Math Sense 3: Focus on Analysis (NRP 2693): pp. 130–131</i> <i>Pre–HSE Core Skills in Mathematics (NRP 2881): pp. 44, 45, 46</i> <i>Scoreboost for TABE Level D: Math 2 (NRP 7742): pp. 14–17, 30–31</i> <i>TABE Mastery Mathematics: Level D (NRP 7698): pp. 112–115</i>			

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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 an equation to represent a proportional relationship Identify the constant of proportionality (or unit rate) associated with ratios of whole numbers and fractions 	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 7742): pp. 4–19 <i>TABE Mastery Mathematics: Level D</i> (NRP 7698): pp. 100–111, 116–119			
		a. Decide whether two quantities are in a proportional relationship, e.g., by testing for equivalent ratios in a table or graphing on a coordinate plane and observing whether the graph is a straight line through the origin. <i>Scoreboost for TABE Level D: Math 2</i> (NRP 7742): pp. 4–8 <i>TABE Mastery Mathematics: Level D</i> (NRP 7698): pp. 100–111			
		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 7742): pp. 14–17 <i>TABE Mastery Mathematics: Level D</i> (NRP 7698): pp. 100–111, 116–119			
		c. Represent proportional relationships by equations. <i>For example, if total cost t is proportional to the number n of items purchased at a constant price p, the relationship between the total cost and the number of items can be expressed as $t = pn$.</i> <i>Scoreboost for TABE Level D: Math 2</i> (NRP 7742): pp. 18–19 <i>TABE Mastery Mathematics: Level D</i> (NRP 7698): pp. 116–119			
		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 7742): pp. 9–13 <i>TABE Mastery Mathematics: Level D</i> (NRP 7698): pp. 116–119			

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"> Know definitions of angle, circle, perpendicular line, parallel line, and line segment Know definitions of angle, circle, perpendicular line, parallel line, and line segment and recognize them within larger figures 	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 7748): pp. 24–25, 33 <i>TABE Mastery Mathematics: Level A</i> (NRP 7704): pp. 36–39			
<ul style="list-style-type: none"> Consistently create and use ratios to find missing side lengths and angle measures of similar figures Inconsistently create and use ratios to find missing side lengths and angle measures of similar figures 	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 7748): pp. 26–33 <i>TABE Mastery Mathematics: Level A</i> (NRP 7704): pp. 40–47			
<ul style="list-style-type: none"> Find volumes of cylinders, pyramids, cones, and spheres 	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 7748): pp. 34–37, 45 <i>TABE Mastery Mathematics: Level A</i> (NRP 7704): pp. 50–55			
<ul style="list-style-type: none"> Consistently solve problems involving areas of two-dimensional figures, including modeling problems involving concepts of density based on area Inconsistently solve problems involving areas of two-dimensional figures, including modeling problems involving concepts of density based on area. 	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 7748): pp. 41–44, 46–47 <i>TABE Mastery Mathematics: Level A</i> (NRP 7704): pp. 56–59			

MATHEMATICS					
LEVEL A (AE–CCR LEVEL E)					
TABE Skill Description	Standard	Description / Materials	Assigned	Completed	Proficiency
MEASUREMENT, DATA, AND PROBABILITY					
<ul style="list-style-type: none"> Identify and create representations of data sets: box plots Identify and create representations of data sets: dot plots Identify and create representations of data sets: histograms 	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. 35–40, 49–50 <i>TABE Mastery Mathematics: Level A</i> (NRP 7704): pp. 160–165			
<ul style="list-style-type: none"> Interpret differences in shape, center, and spread of a data set in context 	S.ID.3	Interpret differences in shape, center, and spread in the context of the data sets, accounting for possible effects of extreme data points (outliers). <i>Math Sense 3: Focus on Analysis</i> (NRP 2693): pp. 38–41 <i>Scoreboost for TABE Level A: Math 3</i> (7132): pp. 35–40, 49–50 <i>TABE Mastery Mathematics: Level A</i> (NRP 7704): pp. 160–165			
<ul style="list-style-type: none"> Read information presented in two-way tables to describe associations between variables and to answer questions Use information presented in two-way tables to describe associations between variables and to solve problems involving relative frequencies Use information presented in two-way tables to describe associations between variables and to solve problems involving relative frequencies with total provided in the tables 	S.ID.5	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. <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. 41–44, 50 <i>TABE Mastery Mathematics: Level A</i> (NRP 7704): pp. 166–171			
<ul style="list-style-type: none"> Consistently interpret the slope and intercepts of a linear model in context Inconsistently interpret the slope and intercepts of a linear model in context 	S.ID.7	Interpret the slope (rate of change) and the intercept (constant term) of a linear model in the context of the data. <i>Math Sense 3: Focus on Analysis</i> (NRP 2693): pp. 26–27 <i>Scoreboost for TABE Level A: Math 3</i> (7132): pp. 45–48, 51 <i>TABE Mastery Mathematics: Level A</i> (NRP 7704): pp. 172–178			
<ul style="list-style-type: none"> Consistently interpret a correlation coefficient Distinguish between correlation and causation Inconsistently interpret a correlation coefficient 	S.ID.9	Distinguish between correlation and causation. <i>Math Sense 3: Focus on Analysis</i> (NRP 2693): pp. 44–45 <i>Scoreboost for TABE Level A: Math 3</i> (7132): pp. 45–48, 51 <i>TABE Mastery Mathematics: Level A</i> (NRP 7704): pp. 172–178			

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LEVEL A (AE–CCR LEVEL E)					
TABE Skill Description	Standard	Description / Materials	Assigned	Completed	Proficiency
NUMBERS AND OPERATIONS					
<ul style="list-style-type: none"> Use properties of exponents to rewrite expressions involving radicals and rational exponents. Use properties of exponents to rewrite expressions involving square roots and rational exponents Use properties of exponents to rewrite expressions involving whole number 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 7748): pp. 4–13 <i>TABE Mastery Mathematics: Level A</i> (NRP 7704): pp. 16–23			
<ul style="list-style-type: none"> Analyze units to determine an error in reasoning Inconsistently analyze units to determine an error in reasoning Select appropriate units for scales in a box plot Select appropriate units for scales in a data display on a coordinate grid Use unit analysis to determine a correct method to find a solution Use units as a way to understand problems Use units on a graph to interpret points on the graph 	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 7748): pp. 14–23 <i>TABE Mastery Mathematics: Level A</i> (NRP 7704): pp. 26–33			

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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"> Analyze units to determine an error in reasoning Consistently select an appropriate level of accuracy when reading a measurement tool given an image showing the tool Inconsistently select an appropriate level of accuracy when reading a measurement tool given an image showing the tool Select an appropriate level of accuracy when reading a protractor Select an appropriate level of accuracy when reading a ruler Select an appropriate level of accuracy when reading time Select appropriate units for a modeling situation 	N.Q.3	<p>Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.</p> <p><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 7748): pp. 14–17, 22 <i>TABE Mastery Mathematics: Level A</i> (NRP 7704): pp. 26–29</p>			
ALGEBRAIC CONCEPTS					
<ul style="list-style-type: none"> Identify parts of expressions (e.g., terms, coefficients, variables, etc.). 	A.SSE.1	<p>Interpret expressions that represent a quantity in terms of its context.</p> <p><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 7704): pp. 62–65</p>			
		<p>a. Interpret parts of an expression, such as terms, factors, and coefficients.</p> <p><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 7704): pp. 62–65</p>			
<ul style="list-style-type: none"> Rewrite a quadratic expression by factoring 	A.SSE.2	<p>Use the structure of an expression to identify ways to rewrite it.</p> <p><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 7704): pp. 66–69</p>			
<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.3	<p>Factor a quadratic expression to reveal the zeros of the function it defines.</p> <p><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 7704): pp. 70–73</p>			

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LEVEL A (AE–CCR LEVEL E)

TABE Skill Description	Standard	Description / Materials	Assigned	Completed	Proficiency
	A.SSE.3 (cont.)	<p>a. Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression.</p> <p><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 7704): pp. 70–73</p>			
<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	<p>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.</p> <p><i>Math Sense 3: Focus on Analysis</i> (NRP 2693): pp. 114–119 <i>Scoreboost for TABE Level A: Math 2</i> (7131): pp. 16–23 <i>TABE Mastery Mathematics: Level A</i> (NRP 7704): pp. 76–83</p>			
<ul style="list-style-type: none"> Identify inequalities that represent given real-world situations 	A.CED.1	<p>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.</p> <p><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. 24–35, 52–56, 58 <i>TABE Mastery Mathematics: Level A</i> (NRP 7704): pp. 86–95, 106–113</p>			
<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	<p>Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.</p> <p><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, 56 <i>TABE Mastery Mathematics: Level A</i> (NRP 7704): pp. 96–99</p>			
<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 <i>Scoreboost for TABE Level A: Math 2</i> (7131): pp. 24–51, 56–58 <i>TABE Mastery Mathematics: Level A</i> (NRP 7704): pp. 86–107</p>			

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LEVEL A (AE–CCR LEVEL E)

TABE Skill Description	Standard	Description / Materials	Assigned	Completed	Proficiency
• Rearrange formulas	A.CED.4	Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations. <i>For example, rearrange Ohm's law $V = IR$ to highlight resistance R.</i> <i>Scoreboost for TABE Level A: Math 2 (7131): pp. 38–40, 46</i> <i>TABE Mastery Mathematics: Level A (NRP 7704): pp. 50–55</i>			
• Understand the process of solving equations	A.REI.1	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. <i>Math Sense 2: Focus on Problem Solving (NRP 2692): pp. 60–69</i> <i>Scoreboost for TABE Level A: Math 2 (7131): pp. 25–35, 56</i> <i>TABE Mastery Mathematics: Level A (NRP 7704): pp. 86–95</i>			
• Solve radical equations	A.REI.2	Solve simple rational and radical equations in one variable, and give examples showing how extraneous solutions may arise. <i>Scoreboost for TABE Level A: Math 2 (7131): pp. 24–29, 56</i> <i>TABE Mastery Mathematics: Level A (NRP 7704): pp. 86–91</i>			
• Use properties of operations, such as the distributive property and combining like terms, to find solutions of linear equations	A.REI.3	Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters. <i>Math Sense 2: Focus on Problem Solving (NRP 2692): pp. 60–73</i> <i>Scoreboost for TABE Level A: Math 2 (7131): pp. 24–35, 56</i> <i>TABE Mastery Mathematics: Level A (NRP 7704): pp. 86–95</i>			
• Understand graphs of equations	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 (NRP 2693): pp. 76–77, 84–85, 88–89</i> <i>Scoreboost for TABE Level A: Math 2 (7131): pp. 36–51, 56–58</i> <i>TABE Mastery Mathematics: Level A (NRP 7704): pp. 96–107</i>			
• Determine the input for a linear function that results in a given output	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 (NRP 2693): pp. 100–101</i> <i>Scoreboost for TABE Level A: Math 3 (7132): pp. 4–5, 19</i> <i>TABE Mastery Mathematics: Level A (NRP 7704): pp. 118–121</i>			

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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"> Use function notation and interpret statements that use function notation in context Evaluate linear, quadratic, and exponential functions at given values with and without context 	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, 14 <i>TABE Mastery Mathematics: Level A</i> (NRP 7704): pp. 118–121			
<ul style="list-style-type: none"> Inconsistently graph equations of linear functions given in various forms 	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. 8–10, 14–15 <i>TABE Mastery Mathematics: Level A</i> (NRP 7704): pp. 122–127			
<ul style="list-style-type: none"> Interpret exponential expressions in context 	F.IF.8b	Use properties of exponents to interpret expressions for exponential functions. <i>Scoreboost for TABE Level A: Math 3</i> (7132): pp. 11–13, 15 <i>TABE Mastery Mathematics: Level A</i> (NRP 7704): pp. 128–131			
<ul style="list-style-type: none"> Combine functions using arithmetic operations 	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. 16–25 <i>TABE Mastery Mathematics: Level A</i> (NRP 7704): pp. 134–145			
		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. 16–21, 24–25 <i>TABE Mastery Mathematics: Level A</i> (NRP 7704): pp. 134–141			
		b. Combine standard function types using arithmetic operations. For example, build a function that models the temperature of a cooling body by adding a constant function to a decaying exponential, and relate these functions to the model. <i>Scoreboost for TABE Level A: Math 3</i> (7132): pp. 22–23, 25 <i>TABE Mastery Mathematics: Level A</i> (NRP 7704): pp. 142–145			

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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"> Interpret exponential expressions without context 	F.LE.1	Distinguish between situations that can be modeled with linear functions and with exponential functions. b. Recognize situations in which one quantity changes at a constant 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. 26–34 <i>TABE Mastery Mathematics: Level A</i> (NRP 7704): pp. 148–153			
		c. 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. 26–34 <i>TABE Mastery Mathematics: Level A</i> (NRP 7704): pp. 148–153			
<ul style="list-style-type: none"> 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. 26–34 <i>TABE Mastery Mathematics: Level A</i> (NRP 7704): pp. 154–157			

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