

TABE CLAS-E Forms C/D Reading Blueprints Crosswalk

Level 1

Content Area: Read Words

TABE Objective(s)	ELP Standard(s)
<p>Words and Phrases: Comprehend basic vocabulary; recognize common affixes and comparative forms</p>	<p>1, Level 1: By the end of ELP Level 1, an ELL can use a very limited set of strategies to identify a few key words and phrases in oral communications and simple spoken and written texts.</p> <p>7, Level 1: By the end of ELP Level 1, an ELL can recognize the meaning of some words learned through conversations, reading, and being read to.</p> <p>8, Level 1: By the end of ELP Level 1, an ELL can, relying heavily on context, questioning, and knowledge of morphology in their native language(s), recognize the meaning of a few frequently occurring words, simple phrases, and formulaic expressions in spoken and written texts about familiar topics, experiences, or events.</p> <p>10, Level 1: By the end of ELP Level 1, an ELL can, with support, recognize and use a small number of frequently occurring nouns, noun phrases, verbs, conjunctions, and prepositions.</p>

<p>Appropriate Associated Information: Comprehend context in order to supply missing information</p>	<p>2, Level 1: By the end of ELP Level 1, an ELL can respond to simple yes/no questions and some <i>wh</i>- questions.</p> <p>2, Level 2: By the end of ELP Level 2, an ELL can respond to simple questions and <i>wh</i>- questions.</p> <p>10, Level 1: By the end of ELP Level 1, an ELL can understand and respond to simple questions.</p>
<p>Numbers and Numeracy Terms: Recognize cardinal and ordinal numbers in written form</p>	<p>1, Level 1: By the end of ELP Level 1, an ELL can use a very limited set of strategies to identify a few key words and phrases in oral communications and simple spoken and written texts.</p> <p>8, Level 1: By the end of ELP Level 1, an ELL can, relying heavily on context, questioning, and knowledge of morphology in their native language(s), recognize the meaning of a few frequently occurring words, simple phrases, and formulaic expressions in spoken and written texts about familiar topics, experiences, or events.</p> <p>10, Level 1: By the end of ELP Level 1, an ELL can, with support, recognize and use a small number of frequently occurring nouns, noun phrases, verbs, conjunctions, and prepositions.</p>

Content Area: Reading Comprehension

TABE Objective(s)	ELP Standard(s)
<p>Identify Information: Understand stated details in the text</p> <ul style="list-style-type: none"> - Recall specific information and concepts within a text - Recall the sequence of events in a text 	<p>1, Level 2: By the end of ELP Level 2, an ELL can use an emerging set of strategies to retell a few key details.</p> <p>5, Level 1: By the end of ELP Level 1, an ELL can, with support...</p> <ul style="list-style-type: none"> - gather information from a few provided print and digital sources. - recall information from experience or from a provided source <p>9, Level 1: By the end of ELP Level 1, an ELL can, with support, communicate basic information about an event or topic.</p> <p>9, Level 2: By the end of ELP Level 2, an ELL can, with support, recount a short sequence of events in order.</p>
<p>Construct Meaning: Derive meaning from related pieces of information</p> <ul style="list-style-type: none"> - Identify the central or main idea of a text - Identify the key points of a text; summarize a text - Use reasoning to understand cause and effect within a text - Compare and contrast different ideas, characters, or events in a text - Draw conclusions based on information in a text 	<p>1, Level 2: By the end of ELP Level 2, an ELL can use an emerging set of strategies to...</p> <ul style="list-style-type: none"> - identify the main topic in oral presentations and simple spoken and written texts. - retell a few key details. <p>5, Level 2: By the end of ELP Level 2, and ELL can, with support...</p> <ul style="list-style-type: none"> - gather information from provided print and digital sources.

	<ul style="list-style-type: none">- summarize data and information.
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Level 2

Content Area: Read Words

TABE Objective(s)	ELP Standard(s)
<p>Morphemes and Syntax: Recognize the proper word form in context; recognize the meaning of common affixes</p>	<p>8, Level 2: By the end of ELP Level 2, an ELL can, using context, questioning, and knowledge of morphology in their native language(s), determine the meaning of frequently occurring words, phrases, and expressions in spoken and written texts about familiar topic, experiences, or events.</p>
<p>Words and Phrases: Comprehend basic vocabulary; recognize common affixes and comparative forms</p>	<p>8, Level 3: By the end of ELP Level 3, an ELL can, using context, questioning, and a developing knowledge of English and their native language(s)' morphology, determine the meaning of general academic and content-specific words and phrases and frequently occurring expressions in spoken and written texts about familiar topic, experiences, or events.</p>
<p>Same Meaning: Recognize words used synonymously within the text</p>	<p>8, Level 2: By the end of ELP Level 2, an ELL can, using context, questioning, and knowledge of morphology in their native language(s), determine the meaning of frequently occurring words, phrases, and expressions in spoken and written texts about familiar topic, experiences, or events.</p>
<p>Appropriate Associated Information: Comprehend context in order to supply missing information</p>	<p>2, Level 2: By the end of ELP Level 2, an ELL can respond to simple questions and <i>wh</i>- questions.</p> <p>2, Level 3: By the end of ELP Level 3, an ELL can add relevant information and evidence.</p>

<p>Numbers and Numeracy Terms: Recognize cardinal and ordinal numbers in written form</p>	<p>8, Level 2: By the end of ELP Level 2, an ELL can, using context, questioning, and knowledge of morphology in their native language(s), determine the meaning of frequently occurring words, phrases, and expressions in spoken and written texts about familiar topic, experiences, or events.</p> <p>8, Level 3: By the end of ELP Level 3, an ELL can, using context, questioning, and a developing knowledge of English and their native language(s)' morphology, determine the meaning of general academic and content-specific words and phrases and frequently occurring expressions in spoken and written texts about familiar topic, experiences, or events.</p>
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Content Area: Reading Comprehension

TABE Objective(s)	ELP Standard(s)
<p>Identify Information: Understand stated details in the text</p> <ul style="list-style-type: none"> - Recall specific information and concepts within a text - Recall the sequence of events in a text 	<p>1, Level 2: By the end of ELP Level 2, an ELL can use an emerging set of strategies to retell a few key details.</p> <p>1, Level 3: By the end of ELP Level 3, an ELL can use a developing set of strategies to...</p> <ul style="list-style-type: none"> - retell key details. - answer questions about key details. <p>5, Level 2: By the end of ELP Level 2, an ELL can, with support, gather</p>

	<p>information from provided print and digital sources.</p> <p>5, Level 3: By the end of ELP Level 3, an ELL can, with support, gather information from multiple provided print and digital sources.</p> <p>9, Level 2: By the end of ELP Level 2, an ELL can, with support, recount a short sequence of events in order.</p> <p>9, Level 3: By the end of ELP Level 3, an ELL can, with support, recount a sequence of events, with a beginning, middle, and end.</p>
<p>Construct Meaning: Derive meaning from related pieces of information</p> <ul style="list-style-type: none"> - Identify the central or main idea of a text - Identify the key points of a text; summarize a text - Use reasoning to understand cause and effect within a text - Compare and contrast different ideas, characters, or events in a text - Draw conclusions based on information in a text 	<p>1, Level 2: By the end of ELP Level 2, an ELL can use an emerging set of strategies to identify the main topic in oral presentations and simple spoken and written texts.</p> <p>1, Level 3: By the end of ELP Level 3, an ELL can use a developing set of strategies to...</p> <ul style="list-style-type: none"> - determine a central idea or theme in oral presentations and spoken and written texts. - explain how the theme is developed by specific details in texts. - summarize part of a text. <p>5, Level 2: By the end of ELP Level 2, an ELL can, with support, summarize data and information.</p>

5, Level 3: By the end of ELP Level 3, an ELL can, with support, **paraphrase key information in a short written or oral report.**

6, Level 2: By the end of ELP Level 2, an ELL can, with support...

- **identify the main argument an author or speaker makes.**
- **identify one reason an author or a speaker gives to support the argument.**

6, Level 3: By the end of ELP Level 3, an ELL can, with support...

- **explain the reasons an author or a speaker gives to support a claim.**
- **identify one or two reasons an author or a speaker gives to support the main point.**

Level 3

Content Area: Read Words

TABE Objective(s)	ELP Standard(s)
<p>Morphemes and Syntax: Recognize the proper word form in context; recognize the meaning of common affixes</p> <p>Words and Phrases: Comprehend basic vocabulary; recognize common affixes and comparative forms</p> <p>Same Meaning: Recognize words used synonymously within the text</p> <p>Opposite Meaning: Recognize the opposite of a word in context</p> <p>Numbers and Numeracy Terms: Recognize cardinal and ordinal numbers in written form</p>	<p>8, Level 3: By the end of ELP Level 3, an ELL can, using context, questioning, and a developing knowledge of English and their native language(s)' morphology, determine the meaning of general academic and content-specific words and phrases and frequently occurring expressions in spoken and written texts about familiar topics, experiences, or events.</p> <p>8, Level 4: By the end of ELP Level 4, an ELL can, using context, questioning, and an increasing knowledge of English morphology, determine the meaning of general academic and content-specific words and phrases, figurative and connotative language, and a growing number of idiomatic expressions in spoken and written texts about a variety of topics, experiences, or events.</p>
<p>Appropriate Associated Information: Comprehend context in order to supply missing information</p>	<p>1, Level 3: By the end of ELP Level 3, an ELL can use a developing set of strategies to answer questions about key details.</p> <p>2, Level 3, By the end of ELP Level 3, an ELL can add relevant information and evidence.</p>

Content Area: Reading Comprehension

TABE Objective(s)	ELP Standard(s)
<p>Identify Information: Understand stated details in the text</p> <ul style="list-style-type: none"> - Recall specific information and concepts within a text - Recall the sequence of events in a text 	<p>1, Level 3: By the end of ELP Level 3, an ELL can use a developing set of strategies to retell key details.</p> <p>5, Level 3: By the end of ELP Level 3, an ELL can, with support, gather information from multiple provided print and digital sources.</p> <p>5, Level 4: By the end of ELP Level 4, an ELL can gather information from multiple print and digital sources.</p> <p>10, Level 3: By the end of ELP Level 3, an ELL can, with support, recount a sequence of events, with a beginning, middle, and end.</p> <p>10, Level 4: By the end of ELP Level 4, an ELL can recount a longer, more detailed sequence of events or steps in a process, with a clear sequential or chronological structure.</p>
<p>Construct Meaning: Derive meaning from related pieces of information</p> <ul style="list-style-type: none"> - Identify the central or main idea of a text - Identify the key points of a text; summarize a text - Use reasoning to understand cause and effect within a text - Compare and contrast different ideas, characters, or events in a text 	<p>1, Level 3: By the end of ELP Level 3, an ELL can use a developing set of strategies to...</p> <ul style="list-style-type: none"> - determine a central idea or theme in oral presentations and spoken and written texts. - retell key details. - answer questions about key details. - summarize part of a text.

<ul style="list-style-type: none"> - Draw conclusions based on information in a text 	<p>1, Level 4: By the end of ELP Level 4, an ELL can use an increasing range of strategies to...</p> <ul style="list-style-type: none"> - determine a central idea or theme in oral presentations and spoken and written texts. - summarize a text. <p>5, Level 3: By the end of ELP Level 3, an ELL can, with support, paraphrase key information in a short written or oral report.</p>
<p>Extend Meaning: Demonstrate critical understanding</p> <ul style="list-style-type: none"> - Determine whether a statement from a text is fact or opinion - Make predictions based on information from a text - Make a claim or a generalization based on information within a text - Identify an author’s purpose or reasoning for writing a text - Identify features of an author’s writing style and techniques within a text - Identify the tone of a text; identify an author’s attitude toward a topic in a text 	<p>1, Level 3: By the end of ELP Level 3, an ELL can use a developing set of strategies to explain how the theme is developed by specific details in texts.</p> <p>1, Level 4: By the end of ELP Level 4, an ELL can use an increasing range of strategies to...</p> <ul style="list-style-type: none"> - analyze the development of theme/ideas. - cite specific details and evidence from texts to support the analysis. <p>6, Level 3: By the end of ELP Level 3, an ELL can, with support...</p> <ul style="list-style-type: none"> - explain the reasons an author or a speaker gives to support a claim. - identify one or two reasons an author or a speaker gives to support the main point. <p>6, Level 4: By the end of ELP Level 4, an ELL can...</p>

	<ul style="list-style-type: none">- analyze the reasoning in persuasive spoken and written texts.- determine whether the evidence is sufficient to support the claim.- cite textual evidence to support the analysis.
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Level 4

Content Area: Read Words

TABE Objective(s)	ELP Standard(s)
<p>Morphemes and Syntax: Recognize the proper word form in context; recognize the meaning of common affixes</p> <p>Words and Phrases: Comprehend basic vocabulary; recognize common affixes and comparative forms</p> <p>Same Meaning: Recognize words used synonymously within the text</p> <p>Opposite Meaning: Recognize the opposite of a words in context</p>	<p>8, Level 4: By the end of ELP Level 4, an ELL can, using context, questioning, and an increasing knowledge of English morphology, determine the meaning of general academic and content-specific words and phrases, figurative and connotative language, and a growing number of idiomatic expressions in spoken and written texts about a variety of topics, experiences, or events.</p> <p>8, Level 5: By the end of ELP Level 5, an ELL can, using context, questioning, and consistent knowledge of English morphology, determine the meaning of general academic and content-specific words and phrases, figurative and connotative language, and idiomatic expressions in spoken and written texts about a variety of topics, experiences, or events.</p>
<p>Appropriate Associated Information: Comprehend context in order to supply missing information</p>	<p>2, Level 4: By the end of ELP Level 4, an ELL can ask and answer questions to clarify ideas and conclusions.</p> <p>2, Level 5: By the end of ELP Level 5, an ELL can ask and answer questions that probe reasoning and claims.</p>

Content Area: Reading Comprehension

TABE Objective(s)	ELP Standard(s)
<p>Identify Information: Understand stated details in the text</p> <ul style="list-style-type: none"> - Recall specific information and concepts within a text - Recall the sequence of events in a text 	<p>1, Level 4/5: By the end of ELP Level 4/5, an ELL can gather information from multiple print and digital sources.</p> <p>9, Level 4: By the end of ELP Level 4, an ELL can recount a longer, more detailed sequence of events or steps in a process, with a clear sequential or chronological structure.</p> <p>9, Level 5: By the end of ELP Level 5, an ELL can recount a complex and detailed sequence of events or steps in a process, with an effective sequential or chronological order.</p>
<p>Construct Meaning: Derive meaning from related pieces of information</p> <ul style="list-style-type: none"> - Identify the central or main idea of a text - Identify the key points of a text; summarize a text - Use reasoning to understand cause and effect within a text - Compare and contrast different ideas, characters, or events in a text - Draw conclusions based on information in a text 	<p>1, Level 4: By the end of ELP Level 4, an ELL can use an increasing range of strategies to...</p> <ul style="list-style-type: none"> - determine a central idea or theme in oral presentations and spoken and written texts. - summarize a text. <p>1, Level 5: By the end of ELP Level 5, an ELL can use a wide range of strategies to...</p> <ul style="list-style-type: none"> - determine central ideas or themes in oral presentations and spoken and written texts. - summarize a text.
<p>Extend Meaning: Demonstrate critical understanding</p> <ul style="list-style-type: none"> - Determine whether a statement from a text is fact or opinion 	<p>1, Level 4/5: By the end of ELP Level 4/5, an ELL can use an increasing (Level 4)/a wide (Level 5) range of strategies to...</p>

<ul style="list-style-type: none"> - Make predictions based on information from a text - Make a claim or a generalization based on information within a text - Identify an author’s purpose or reasoning for writing a text - Identify features of an author’s writing style and techniques within a text - Identify the tone of a text; identify an author’s attitude toward a topic in a text 	<ul style="list-style-type: none"> - analyze the development of themes/ideas. - cite specific details and evidence from texts to support the analysis. <p>6, Level 4/5: By the end of ELP Level 4/5, an ELL can...</p> <ul style="list-style-type: none"> - analyze [and evaluate, Level 5] the reasoning in persuasive spoken and written texts. - determine whether the evidence is sufficient to support the claim. - cite [specific, Level 5] textual evidence to [thoroughly, Level 5] support the analysis.
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