

TABE CLAS-E Forms C/D Speaking Blueprints Crosswalk

Level 1

Content Area: Social Interaction

TABE Objective(s)	ELP Standard(s)
Greetings/Inquiries/Leave-Taking: Use appropriate language skills when greeting, asking about, or leaving others Phone Competency: Use proper etiquette and conventions in phone calls	<p>2, Level 1: By the end of ELP Level 1, an ELL can...</p> <ul style="list-style-type: none">- participate in short conversations and written exchanges about familiar topics and in familiar contexts.- respond to simple yes/no questions and some <i>wh</i>-questions. <p>2, Level 2: By the end of ELP Level 2, an ELL can...</p> <ul style="list-style-type: none">- appropriately take turns in interactions with others.- respond to simple questions and <i>wh</i>- questions.

Content Area: Provide Information

TABE Objective(s)	ELP Standard(s)
<p>Instructions/Directions/Locations: Provide step-by-step instructions</p>	<p>2, Level 1: By the end of ELP Level 1, an ELL can present simple information.</p> <p>2, Level 2: By the end of ELP Level 2, an ELL can present information and ideas.</p>
<p>Narrate and Paraphrase Events: Narrate events shown in a series of pictures using appropriate vocabulary and verb tense</p>	<p>3, Level 2: By the end of ELP Level 2, an ELL can deliver short oral presentations about familiar texts, topics, experiences, or events.</p> <p>5, Level 1: By the end of ELP Level 1, an ELL can, with support, recall information from experience or from a provided source.</p> <p>9, Level 1: By the end of ELP Level 1, an ELL can, with support...</p> <ul style="list-style-type: none"> - communicate basic information about an event or topic. - use a narrow range of vocabulary and syntactically simple sentences. <p>9, Level 2: By the end of ELP Level 2, an ELL can, with support...</p> <ul style="list-style-type: none"> - recount a short sequence of events in order. - use common linking words to connect events and ideas. <p>10, Level 1: By the end of ELP Level 1, an ELL can, with support...</p> <ul style="list-style-type: none"> - recognize and use a small number of frequently occurring

	<p>nouns, noun phrases, verbs, conjunctions, and prepositions.</p> <ul style="list-style-type: none"> - understand and respond to simple questions. <p>10, Level 2: By the end of ELP Level 2, an ELL can, with support,</p> <ul style="list-style-type: none"> - use frequently occurring verbs, nouns, adjectives, adverbs, prepositions, and conjunctions. - produce simple and compound sentences.
<p>Numbers and Numeracy Terms: Verbalize cardinal and ordinal numbers and units of measurement (objects, dates, time, money, temperature, etc.)</p>	<p>5, Level 2: By the end of ELP Level 2, an ELL can, with support, summarize data and information.</p> <p>7, Level 2: By the end of ELP Level 2, an ELL can begin to use some frequently occurring general academic and content-specific words.</p>

Content Area: Accomplish Goals

TABE Objective(s)	ELP Standard(s)
<p>Requests/Permission: Use appropriate language when requesting permission</p> <p>Express Dissatisfaction/Apology: Express dissatisfaction with a product, service, or statement; use appropriate language to apologize for one's words or actions</p> <p>Negotiate Meaning: Ask for clarification and explanation</p>	<p>3, Level 1: By the end of ELP Level 1, an ELL can, with support, communicate information and feelings about familiar texts, topics, and experiences.</p> <p>4, Level 1: By the end of ELP Level 1, an ELL can...</p> <ul style="list-style-type: none"> - express an opinion about a familiar topic, experience, or event. - give a reason for the opinion. <p>4, Level 2: By the end of ELP Level 2, an ELL can...</p> <ul style="list-style-type: none"> - construct a claim about familiar topics, experiences, or events. - introduce the topic, experience, or event. - give a reason to support the claim. - provide a concluding statement. <p>7, Level 1: By the end of ELP Level 1, an ELL can show emerging awareness of differences between informal and formal language use.</p> <p>7, Level 2: By the end of ELP Level 2, an ELL can...</p> <ul style="list-style-type: none"> - show increasing awareness of differences between informal and formal language use.

	adapt language choices to task and audience with emerging control in various social and academic contexts.
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Level 2

Content Area: Social Interaction

TABE Objective(s)	ELP Standard(s)
<p>Greetings/Inquiries/Leave-Taking: Use appropriate language skills when greeting, asking about, or leaving others</p> <p>Phone Competency: Use proper etiquette and conventions in phone calls</p>	<p>2, Level 2: By the end of ELP Level 2, an ELL can...</p> <ul style="list-style-type: none"> - participate in short conversations and written exchanges about familiar topics and texts. - appropriately take turns in interactions with others. - respond to simple questions and <i>wh</i>- questions. <p>2, Level 3: By the end of ELP Level 3, an ELL can...</p> <ul style="list-style-type: none"> - participate in conversations, discussions, and written exchanges about familiar topics, texts, and issues. - ask and answer relevant questions. - follow rules for discussion.
<p>Express Opinion: Indicate a preference, or support an argument</p>	<p>2, Level 3: By the end of ELP Level 3, an ELL can..</p> <ul style="list-style-type: none"> - express his or her own ideas. - add relevant information and evidence. <p>4, Level 2: By the end of ELP Level 2, an ELL can...</p> <ul style="list-style-type: none"> - construct a claim about familiar topics, experiences, or events. - introduce the topic, experience, or event. - give a reason to support the claim.

	<ul style="list-style-type: none"> - provide a concluding statement. <p>4, Level 3: By the end of ELP Level 3, an ELL can...</p> <ul style="list-style-type: none"> - construct a claim about familiar topics. - introduce the topic. - provide sufficient reasons or facts to support the claim. - provide a concluding statement.
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Content Area: Provide Information

TABE Objective(s)	ELP Standard(s)
Instructions/Directions/Locations: Provide step-by-step instructions	<p>2, Level 2: By the end of ELP Level 2, an ELL can present information and ideas.</p> <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>9, Level 2: By the end of ELP Level 2, an ELL can, with support...</p> <ul style="list-style-type: none">- introduce an informational topic.- provide one or two facts about the topic.
Narrate and Paraphrase Events: Narrate events shown in a series of pictures using appropriate vocabulary and verb tense	<p>3, Level 2: By the end of ELP Level 2, an ELL can, with support, deliver short oral presentations about familiar texts, topics, experiences, or events.</p> <p>3, Level 3: By the end of ELP Level 3, an ELL can, with support...</p> <ul style="list-style-type: none">- deliver short oral presentations- develop the topic with a few examples <p>about familiar texts, topics, or events.</p> <p>9, Level 2: By the end of ELP Level 2, an ELL can, with support...</p> <ul style="list-style-type: none">- recount a short sequence of events in order.- use common linking words to connect events and ideas.

	<p>9, Level 3: By the end of ELP Level 3, an ELL can, with support...</p> <ul style="list-style-type: none"> - recount a sequence of events with a beginning, middle, and end. - use common transitional words and phrases to connect events, ideas, and opinions. <p>10, Level 2: By the end of ELP Level 2, an ELL can, with support...</p> <ul style="list-style-type: none"> - use frequently occurring verbs, nouns, adjectives, adverbs, prepositions, and conjunctions. - produce simple and compound sentences. <p>10, Level 3: By the end of ELP Level 3, an ELL can, with support...</p> <ul style="list-style-type: none"> - use simple phrases. - use simple clauses. - produce and expand simple, compound, and a few complex clauses.
<p>Numbers and Numeracy Terms: Verbalize cardinal and ordinal numbers and units of measurement (objects, dates, time, money, temperature, etc.)</p>	<p>7, Level 2: By the end of ELP Level 2, an ELL can begin to use some frequently occurring general academic and content-specific words.</p> <p>7, Level 3: By the end of ELP Level 3, an ELL can use an increasing number of general academic and content-specific words and expressions in spoken and written texts.</p>

Content Area: Accomplish Goals

TABE Objective(s)	ELP Standard(s)
<p>Requests/Permission: Use appropriate language when requesting permission.</p> <p>Express Dissatisfaction/Apology: Express dissatisfaction with a product, service, or statement; use appropriate language to apologize for one's actions or words</p>	<p>7, Level 2: By the end of ELP Level 2, an ELL can...</p> <ul style="list-style-type: none">- show increasing awareness of differences between informal and formal language use- adapt language choices to task and audience with emerging control in various social and academic contexts. <p>7, Level 3: By the end of ELP Level 3, an ELL can...</p> <ul style="list-style-type: none">- adapt language choices and style according to purpose, task, and audience with developing ease in various social and academic contexts.- show developing control of style and tone in spoken and written texts.
<p>Negotiate Meaning: Ask for clarification and explanation</p>	<p>2, Level 3: By the end of ELP Level 3, an ELL can...</p> <ul style="list-style-type: none">- restate some of the key ideas expressed.- ask questions to gain information or clarify understanding.

Level 3

Content Area: Social Interaction

TABE Objective(s)	ELP Standard(s)
<p>Phone Competency: Use proper etiquette and conventions in phone calls</p>	<p>2, Level 3: By the end of ELP Level 3, an ELL can...</p> <ul style="list-style-type: none"> - participate in conversations, discussions, and written exchanges about familiar topics, texts, and issues. - build on the ideas of others. - ask and answer relevant questions. - follow rules for discussion. <p>2, Level 4: By the end of ELP Level 4, an ELL can...</p> <ul style="list-style-type: none"> - participate in conversations, discussions, and written exchanges about a range of topics, texts, and issues. - build on the ideas of others.
<p>Express Opinion: Indicate a preference, or support an argument</p>	<p>2, Level 3: By the end of ELP Level 3, an ELL can...</p> <ul style="list-style-type: none"> - express his or her own ideas. - add relevant information and evidence. <p>2, Level 4: By the end of ELP Level 4, an ELL can...</p> <ul style="list-style-type: none"> - express his or her own ideas. - clearly support points with specific and relevant evidence.

	<p>3, Level 3: By the end of ELP Level 3, an ELL can...</p> <ul style="list-style-type: none"> - construct a claim about familiar topics. - introduce the topic. - provide sufficient reasons or facts to support the claim. - provide a concluding statement. <p>3, Level 4: By the end of ELP Level 4, an ELL can...</p> <ul style="list-style-type: none"> - construct a claim about a variety of topics. - introduce the topic. - provide logically ordered reasons or facts that effectively support the claim. - provide a concluding statement.
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Content Area: Provide Information

TABE Objective(s)	ELP Standard(s)
<p>Instructions/Directions/Locations: Provide step-by-step instructions</p> <p>Narrate and Paraphrase Events: Narrate events shown in a series of pictures using appropriate vocabulary and verb tense</p>	<p>3, Level 3: By the end of ELP Level 3, an ELL can, with support...</p> <ul style="list-style-type: none"> - deliver short oral presentations - develop the topic with a few details <p>about familiar texts, topics or events.</p> <p>3, Level 4: By the end of ELP Level 4, an ELL can...</p> <ul style="list-style-type: none"> - deliver oral presentations. - develop the topic with some relevant details, concepts, examples, and information. <p>5, Level 3: By the end of ELP Level 3, an ELL can paraphrase key information in a short written or oral report.</p> <p>5, Level 4: By the end of ELP Level 4, an ELL can integrate information into an organized oral or written report.</p> <p>9, Level 3: By the end of ELP Level 3, an ELL can, with support...</p> <ul style="list-style-type: none"> - recount a sequence of events, with a beginning, middle, and end - use common transitional words and phrases to connect events, ideas, and opinions. <p>9, Level 4: By the end of ELP Level 4, an ELL can...</p> <ul style="list-style-type: none"> - recount a longer, more detailed sequence of events or steps in a

	<p>process, with a clear sequential or chronological structure</p> <ul style="list-style-type: none"> - use a variety of more complex transitions to link the major sections of speech and text and to clarify relationships among events and ideas. <p>10, Level 3: By the end of ELP Level 3, an ELL can, with support...</p> <ul style="list-style-type: none"> - use simple phrases. - use simple clauses. - produce and expand simple, compound, and a few complex sentences. <p>10, Level 4: By the end of ELP Level 4, an ELL can...</p> <ul style="list-style-type: none"> - use increasingly complex phrases. - use increasingly complex clauses. - produce and expand simple, compound, and complex sentences.
<p>Numbers and Numeracy Terms: Verbalize cardinal and ordinal numbers and units of measurement (objects, dates, time, money, temperature, etc.)</p>	<p>7, Level 3: By the end of ELP Level 3, an ELL can use an increasing number of general academic and content-specific words and expressions in spoken and written texts.</p> <p>7, Level 4: By the end of ELP Level 4, an ELL can use a wider range of complex general academic and content-specific words and phrases.</p>

Content Area: Accomplish Goals

TABE Objective(s)	ELP Standard(s)
<p>Requests/Permssion: Use appropriate language when requesting permission</p> <p>Express Dissatisfaction/Apology: Express dissatisfaction with a product, service, or statement; use appropriate language to apologize for one's actions or words</p>	<p>7, Level 3: By the end of ELP Level 3, an ELL can...</p> <ul style="list-style-type: none">- adapt language choices and style according to purpose, task, and audience with developing ease in various social and academic contexts.- show developing control of style and tone in spoken and written texts. <p>7, Level 4: By the end of ELP Level 4, an ELL can...</p> <ul style="list-style-type: none">- adapt language choices and style according to purpose, task, and audience in various social and academic contexts- adopt and maintain a formal and informal style and tone in spoken and written texts, as appropriate.
<p>Negotiate Meaning: Ask for clarification and explanation</p>	<p>2, Level 3: By the end of ELP Level 3, an ELL can...</p> <ul style="list-style-type: none">- restate some of the key ideas expressed.- ask questions to gain information or clarify understanding. <p>2, Level 4: By the end of ELP Level 4, an ELL can...</p> <ul style="list-style-type: none">- ask and answer questions to clarify ideas and conclusions.- summarize the key points expressed.

Level 4

Content Area: Social Interaction

TABE Objective(s)	ELP Standard(s)
<p>Phone Competency: Use proper etiquette and conventions in phone calls</p>	<p>2, Level 4: By the end of ELP Level 4, an ELL can...</p> <ul style="list-style-type: none"> - participate in conversations, discussions, and written exchanges about a range of topics, texts, and issues - build on the ideas of others. <p>2, Level 5: By the end of ELP Level 5, an ELL can...</p> <ul style="list-style-type: none"> - participate in conversations, extended discussions and written exchanges about a range of substantive topics, texts, and issues - build on the ideas of others.
<p>Express Opinion: Indicate a preference, or support an argument</p>	<p>2, Level 4: By the end of ELP Level 4, an ELL can...</p> <ul style="list-style-type: none"> - express his or her own ideas. - clearly support points with specific and relevant evidence. <p>2, Level 5: By the end of ELP Level 5, an ELL can...</p> <ul style="list-style-type: none"> - express his or her own ideas clearly and persuasively. - refer to specific and relevant evidence from texts or research to support his or her ideas. <p>4, Level 4: By the end of ELP Level 4, an ELL can...</p>

	<ul style="list-style-type: none"> - construct a claim about a variety of topics. - introduce the topic. - provide logically ordered reasons or facts that effectively support the claim. - provide a concluding statement. <p>4, Level 5: By the end of ELP Level 5, an ELL can...</p> <ul style="list-style-type: none"> - construct a substantive claim about a variety of topics. - introduce the claim. - distinguish it from a counter-claim. - provide logically ordered and relevant reasons and evidence to support the claim and to refute the counter-claim. - provide a conclusion that summarizes the argument presented.
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Content Area: Provide Information

TABE Objective(s)	ELP Standard(s)
<p>Instructions/Directions/Locations: Provide step-by-step instructions</p> <p>Descriptions: Include people, places, things, scenes, comparisons, ideas</p>	<p>3, Level 4: By the end of ELP Level 4, an ELL can...</p> <ul style="list-style-type: none"> - deliver oral presentations - develop the topic with some relevant details, concepts, examples, and information about a variety of texts, topics, or events. <p>3, Level 5: By the end of ELP Level 5, an ELL can...</p> <ul style="list-style-type: none"> - deliver oral presentations - fully develop the topic with relevant details, concepts, examples, and information about a variety of texts, topics, or events. <p>5, Level 4: By the end of ELP Level 4, an ELL can integrate information into an organized oral or written report.</p> <p>5, Level 5: By the end of ELP Level 5, an ELL can analyze and integrate information into clearly organized spoken and written texts.</p> <p>9, Level 4: By the end of ELP Level 4, an ELL can...</p> <ul style="list-style-type: none"> - recount a longer, more detailed sequence of events or steps in a process, with a clear sequential or chronological structure. - use a variety of more complex transitions to link the major

	<p>sections of speech and text and to clarify relationships among events and ideas.</p> <p>9, Level 5: By the end of ELP Level 5, an ELL can...</p> <ul style="list-style-type: none"> - recount a complex and detailed sequence of events or steps in a process, with an effective sequential or chronological order. - use complex and varied transitions to link the major sections of speech and text and to clarify relationships among events and ideas. <p>10, Level 4: By the end of ELP Level 4, an ELL can...</p> <ul style="list-style-type: none"> - use increasingly complex phrases. - use increasingly complex clauses. - produce and expand simple, compound and complex sentences. <p>10, Level 5: By the end of ELP Level 5, an ELL can...</p> <ul style="list-style-type: none"> - use complex phrases and clauses. - produce and expand simple, compound, and complex sentences.
<p>Numbers and Numeracy Terms: Verbalize cardinal and ordinal numbers and units of measurement (objects, dates, time, money, temperature, etc.)</p>	<p>7, Level 4: By the end of ELP Level 4, an ELL can use a wider range of complex general academic and content-specific words and phrases.</p>

	7, Level 5: By the end of ELP Level 5, an ELL can use a wide variety of complex general academic and content-specific words and phrases.
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Content Area: Accomplish Goals

TABE Objective(s)	ELP Standard(s)
<p>Requests/Permission: Use appropriate language when requesting permission</p> <p>Express Dissatisfaction/Apology: Express dissatisfaction with a product, service, or statement; use appropriate language to apologize for one's actions or words</p>	<p>7, Level 4: By the end of ELP Level 4, an ELL can...</p> <ul style="list-style-type: none">- adapt language choices and style according to purpose, task, and audience in various social and academic contexts.- adopt and maintain a formal and informal style and tone in spoken and written texts, as appropriate. <p>7, Level 5: By the end of ELP Level 5, an ELL can...</p> <ul style="list-style-type: none">- adapt language choices and style according to purpose, task, and audience with ease in various social and academic contexts- employ both formal and more informal styles and tones effectively in spoken and written texts, as appropriate.
<p>Negotiate Meaning: Ask for clarification and explanation</p>	<p>2, Level 4: By the end of ELP Level 4, an ELL can...</p> <ul style="list-style-type: none">- ask and answer questions to clarify ideas and conclusions.- summarize the key points expressed. <p>2, Level 5: By the end of ELP Level 5, an ELL can...</p> <ul style="list-style-type: none">- ask and answer questions that probe reasoning and claims.- summarize the key points and evidence discussed.