

TABE CLAS-E Forms C/D Writing Blueprints Crosswalk

Level 1

Content Area: Writing for Specific Purposes

TABE Objective(s)	ELP Standard(s)
<p>Write to Describe: Describe people, scenes, and situations</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>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>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, communicate basic information about an event or topic.</p>
<p>Write to Accomplish Tasks: Correctly place information in documents; identify evidence that supports opinions or claims; write a short letter in appropriate format and style based on a workplace or community scenario; write a composition based on a prompt</p>	<p>2, Level 1: By the end of ELP Level 1, an ELL can participate in short conversations and written exchanges about familiar topics and in familiar contexts.</p> <p>2, Level 2: By the end of ELP Level 2, an ELL can participate in short</p>

	<p>conversations and written exchanges about familiar topics and texts.</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. - give a reason to support the claim. <p>5, Level 1: By the end of ELP Level 1, an ELL can, with support, label collected information, experiences, or events.</p> <p>5, Level 2: By the end of ELP Level 2, an ELL can, with support, record information in simple notes.</p> <p>10, Level 1: By the end of ELP Level 1, an ELL can, with support, understand and respond to simple questions.</p>
<p>Extended Writing: Write a brief narrative based on a picture sequence.</p>	<p>3, Level 2: By the end of ELP Level 2, an ELL can, with support, compose simple written narratives or informational texts about familiar texts, topic, experiences, or events.</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>

Content Area: Sentence Formation and Coherence

TABE Objective(s)	ELP Standard(s)
<p>Sentence Formation: Recognize the proper sequence of words in forming interrogative sentences; recognize fragment errors</p>	<p>9, Level 1: By the end of ELP Level 1, an ELL can, with support, use a narrow range of vocabulary and syntactically simple sentences.</p> <p>10, Level 2: By the end of ELP Level 2, an ELL can produce simple and compound sentences.</p>
<p>Sentence Coherence: Combine ideas using appropriate and logical coherence devices</p>	<p>4, Level 2: By the end of ELP Level 2, an ELL can...</p> <ul style="list-style-type: none"> - introduce a topic, experience, or event. - give a reason to support a claim. - provide a concluding statement. <p>9, Level 2: By the end of ELP Level 2, an ELL can...</p> <ul style="list-style-type: none"> - introduce an informational topic. - provide one or two facts about the topic. - use common linking words to connect events and ideas.

Content Area: Usage and Conventions

TABE Objective(s)	ELP Standard(s)
<p>Verb Phrases: Build grammatical sentences using the elements of a verb phrase</p> <p>Noun Phrases: Build grammatical sentences using the elements of a noun phrase</p> <p>Numbers and Numeracy Terms: Recognize numbers written (cardinal and ordinal; understand terms of measure, time, and currency)</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>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>10, Level 2: By the end of ELP Level 2, an ELL can, with support, use frequently occurring verbs, nouns, adjectives, prepositions, and conjunctions.</p>
<p>Writing Conventions: Use appropriate writing conventions (spelling, punctuation, capitalization, grammar, and paragraphing)</p>	<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.

Level 2

Content Area: Writing for Specific Purposes

TABE Objective(s)	ELP Standard(s)
<p>Write to Describe: Describe people, scenes, and situations</p>	<p>2, Level 2: By the end of ELP Level 2, an ELL can present information and ideas.</p>
<p>Write to Accomplish Tasks: Correctly place information in documents; identify evidence that supports opinions or claims; write a short letter in appropriate format and style based on a workplace or community scenario; write a composition based on a prompt</p>	<p>2, Level 2: By the end of ELP Level 2, an ELL can participate in short conversations and written exchanges about familiar topics and texts.</p> <p>2, Level 3: By the end of ELP Level 3, an ELL can participate in conversations, discussions, and written exchanges about familiar topics, texts, and issues.</p> <p>4, Level 2/3: By the end of ELP Level 2/3, an ELL can construct a claim about familiar topics (, experiences, or events, Level 2).</p> <p>5, Level 2: By the end of ELP Level 2, an ELL can, with support, record information in simple notes.</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>6, Level 3: By the end of ELP Level 3, an ELL can, with support, explain the</p>

	<p>reasons an author or a speaker gives to support a claim.</p>
<p>Extended Writing: Write a brief narrative based on a picture sequence.</p>	<p>3, Level 2: By the end of ELP Level 2, an ELL can, with support, compose simple written narratives or informational texts 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"> - compose written informational texts - develop the topic with a few details <p>about familiar texts, topics, or events.</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>

Content Area: Sentence Formation and Coherence

TABE Objective(s)	ELP Standard(s)
<p>Sentence Formation: Recognize the proper sequence of words in forming interrogative sentences; recognize fragment errors</p>	<p>10, Level 2: By the end of ELP Level 2, an ELL can, with support, produce simple and compound sentences.</p> <p>10, Level 3: By the end of ELP Level 3, an ELL can, with support, produce and expand simple, compound, and a few complex sentences.</p>
<p>Sentence Coherence: Combine ideas using appropriate and logical coherence devices</p>	<p>4, Level 2: By the end of ELP Level 2, an ELL can...</p> <ul style="list-style-type: none"> - introduce a topic, experience, or event. - give a reason to support a claim [about the topic, experience, or event]. - 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"> - introduce a topic. - provide sufficient reasons or facts to support a claim [about the topic]. - provide a concluding statement. <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. - use common linking words to connect events and ideas.

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

- **introduce and develop an informational topic with facts and details.**
- **use common transitional words and phrases to connect events, ideas, and opinions.**
- **provide a conclusion.**

Content Area: Usage and Conventions

TABE Objective(s)	ELP Standard(s)
<p>Verb Phrases: Build grammatical sentences using the elements of a verb phrase</p> <p>Noun Phrases: Build grammatical sentences using the elements of a noun phrase</p> <p>Numbers and Numeracy Terms: Recognize numbers written (cardinal and ordinal; understand terms of measure, time, and currency)</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> <p>10, Level 2: By the end of ELP Level 2, an ELL can, with support, use frequently occurring verbs, nouns, adjectives, prepositions, and conjunctions.</p> <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.
<p>Writing Conventions: Use appropriate writing conventions (spelling, punctuation, capitalization, grammar, and paragraphing)</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,

	<p>task, and audience with developing ease in various social and academic contexts.</p> <ul style="list-style-type: none">- show developing control of style and tone in spoken and written texts.
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Level 3

Content Area: Writing for Specific Purposes

TABE Objective(s)	ELP Standard(s)
<p>Write to Describe: Describe people, scenes, and situations</p> <p>Write to Accomplish Tasks: Correctly place information in documents; identify evidence that supports opinions or claims; write a short letter in appropriate format and style based on a workplace or community scenario; write a composition based on a prompt</p>	<p>2, Level 3: By the end of ELP Level 3, an ELL can participate in conversations, discussions, and written exchanges about familiar topics, texts, and issues.</p> <p>2, Level 4: By the end of ELP Level 4, an ELL can participate in conversations, discussions, and written exchanges about a wide range of topics, texts, and issues.</p>
<p>Extended Writing: Write a brief narrative based on a picture sequence.</p>	<p>3, Level 3: By the end of ELP Level 3, an ELL can, with support...</p> <ul style="list-style-type: none"> - compose written informational texts - 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"> - compose written informational texts - develop the topic with some relevant details, concepts, examples, and information <p>about a variety of texts, topics, and events.</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.**

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.**

Content Area: Sentence Formation and Coherence

TABE Objective(s)	ELP Standard(s)
<p>Sentence Formation: Recognize the proper sequence of words in forming interrogative sentences; recognize fragment errors</p>	<p>10, Level 3: By the end of ELP Level 3, an ELL can, with support, produce and expand simple, compound, and a few complex sentences.</p> <p>10, Level 4: By the end of ELP Level 4, an ELL can produce and expand simple, compound, and complex sentences.</p>
<p>Sentence Coherence: Combine ideas using appropriate and logical coherence devices</p>	<p>4, Level 3: By the end of ELP Level 3, an ELL can...</p> <ul style="list-style-type: none"> - introduce a topic. - provide sufficient reasons or facts to support a claim. - provide a concluding statement. <p>4, Level 4: By the end of ELP Level 4, an ELL can...</p> <ul style="list-style-type: none"> - introduce a topic. - provide logically ordered reasons or facts that effectively support the claim. - provide a concluding statement. <p>9, Level 3: By the end of ELP Level 3, an ELL can, with support...</p> <ul style="list-style-type: none"> - introduce and develop an informational topic with facts and details. - use common transitional words and phrases to connect events, ideas, and opinions. - provide a conclusion.

9, Level 4: By the end of ELP Level 4, an ELL can...

- **introduce and develop an informational topic with facts, details, and evidence.**
- **use a variety of more complex transitions to link the major sections of speech and text and to clarify relationships among events and ideas.**
- **provide a concluding section or statement.**

Content Area: Usage and Conventions

TABE Objective(s)	ELP Standard(s)
<p>Verb Phrases: Build grammatical sentences using the elements of a verb phrase</p> <p>Noun Phrases: Build grammatical sentences using the elements of a noun phrase</p> <p>Numbers and Numeracy Terms: Recognize numbers written (cardinal and ordinal; understand terms of measure, time, and currency)</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> <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. <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.
<p>Writing Conventions: Use appropriate writing conventions (spelling, punctuation, capitalization, grammar, and paragraphing)</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>

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| | <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. |
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Level 4

Content Area: Writing for Specific Purposes

TABE Objective(s)	ELP Standard(s)
<p>Write to Describe: Describe people, scenes, and situations</p> <p>Write to Accomplish Tasks: Correctly place information in documents; identify evidence that supports opinions or claims; write a short letter in appropriate format and style based on a workplace or community scenario; write a composition based on a prompt</p>	<p>2, Level 4: By the end of ELP Level 4, an ELL can participate in conversations, discussions, and written exchanges about a wide range of topics, texts, and issues.</p> <p>2, Level 5: By the end of ELP Level 5, an ELL can participate in conversations, extended discussions, and written exchanges about a range of substantive topics, texts, and issues.</p>
<p>Extended Writing: Write a brief narrative based on a picture sequence.</p>	<p>3, Level 4: By the end of ELP Level 4, an ELL can...</p> <ul style="list-style-type: none"> - compose written informational texts - develop the topic with some relevant details, concepts, examples, and information <p>about a variety of texts, topics, and events.</p> <p>3, Level 5: By the end of ELP Level 5, an ELL can...</p> <ul style="list-style-type: none"> - compose written informational texts. - fully develop the topic with relevant details, concepts, examples, and information.

Content Area: Sentence Formation and Coherence

TABE Objective(s)	ELP Standard(s)
<p>Sentence Formation: Recognize the proper sequence of words in forming interrogative sentences; recognize fragment errors</p>	<p>10, Level 4/5: By the end of ELP Level 4/5, an ELL can produce and expand simple, compound, and complex sentences.</p>
<p>Sentence Coherence: Combine ideas using appropriate and logical coherence devices</p>	<p>4, Level 4: By the end of ELP Level 4, an ELL can...</p> <ul style="list-style-type: none"> - introduce a 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"> - introduce a claim. - distinguish it from a counter-claim. - provide logically ordered and relevant reasons and evidence to support the claim and refute the counter-claim. - provide a conclusion that summarizes the argument presented. <p>9, Level 4: By the end of ELP Level 4, an ELL can...</p> <ul style="list-style-type: none"> - introduce and develop an informational topic with facts, details, and evidence. - use a variety of more complex transitions to link the major sections of speech and text and

to clarify relationships among events and ideas.

- **provide a concluding section or statement.**

9, Level 5: By the end of ELP Level 5, an ELL can...

- **introduce and effectively develop an informational topic with facts, details, and evidence.**
- **use complex and varied transitions to link the major sections of speech and text and to clarify relationships among events and ideas.**
- **provide a concluding section or statement.**

Content Area: Usage and Conventions

TABE Objective(s)	ELP Standard(s)
<p>Verb Phrases: Build grammatical sentences using the elements of a verb phrase</p> <p>Noun Phrases: Build grammatical sentences using the elements of a noun phrase</p> <p>Numbers and Numeracy Terms: Recognize numbers written (cardinal and ordinal; understand terms of measure, time, and currency)</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> <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.</p> <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. <p>10, Level 5: By the end of ELP Level 5, an ELL can use complex phrases and clauses.</p>
<p>Writing Conventions: Use appropriate writing conventions (spelling, punctuation, capitalization, grammar, and paragraphing)</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,

	<p>task, and audience with ease in various social and academic contexts.</p> <ul style="list-style-type: none">- employ both formal and more informal styles and tones effectively in spoken and written texts, as appropriate.
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