















2022-2023 TABE Level A: ABE Language Alignment



| Standards | Textbook Standard Alignment/TABE Emphasis Level: (Low) (Medium) (High) | TABE Mastery New Readers Press | Scoreboost for TABE | TABE Tutor | TABE Tutor Practice | TABE ACADEMY | Resources |
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| CONVENTIONS OF STANDARD ENGLISH (52% of test) | | | | | | | |
| <p>LA.ABE.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> | <p>9-10.L.1(a)(b) (High): Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> | <p>Unit 1 – Lesson 1: Follow Grammar Rules Pg.14-20</p> | <p>Unit 1 – Strategy 1: Follow Grammar Rules Pg.4-7</p> | <p>Unit 1 – Lesson 1: Nouns and Verb Phrases Pg.2-3</p> <p>Unit 1 – Lesson 2: Prepositional Phrases Pg.4-5</p> <p>Unit 1 – Lesson 3: Adjective and Adverb Phrases Pg.6-7</p> <p>Unit 1 – Lesson 4: Participles and Participial Phrases Pg.8-9</p> <p>Unit 1 – Lesson 5: Gerunds and Gerund Phrases Pg.10-11</p> <p>Unit 1 – Lesson 6: Infinitives and Infinitive Phrases Pg.12-13</p> <p>Unit 1 – Lesson 7: Absolute Phrases Pg.14-15</p> | <p>Unit 1 – Practice 1: Nouns and Verb Phrases. Pg.2-3</p> <p>Unit 1 – Practice 2: Prepositional Phrases Pg.4-5</p> <p>Unit 1 – Practice 3: Adjective and Adverb Phrases Pg.6-7</p> <p>Unit 1 – Practice 4: Participles and Participial Phrases Pg.8-9</p> <p>Unit 1 – Practice 5: Gerunds and Gerund Phrases Pg.10-11</p> <p>Unit 1 – Practice 6: Infinitives and Infinitive Phrases Pg.12-13</p> <p>Unit 1 – Practice 7: Absolute Phrases Pg.14-15</p> | <p>Online Lessons:</p> <ul style="list-style-type: none"> • Parallelism • Effective Language Test-Out Quiz • Effective Language Unit Quiz • Using Phrases • Using Clauses • Constructing Sentences for Meaning Test-Out Quiz • Constructing Sentences for Meaning Unit Quiz | <p> Nouns 1.pdf</p> <p> Verb Phrases.pdf</p> <p> Prepositional Phrases.pdf</p> <p> Adjectives and Adverbs.pdf</p> <p> Participle.pdf</p> <p> Participial Phrase.pdf</p> <p> Gerund.pdf</p> <p> Gerund Phrase.pdf</p> <p> Infinitive.pdf</p> |



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| | | | | <p><u>Unit 1 – Lesson 8:</u> Independent and Dependent Clauses Pg.16-17</p> <p><u>Unit 1 – Lesson 9:</u> Noun Clauses Pg.18-19</p> <p><u>Unit 1 – Lesson 10:</u> Relative Clauses Pg.20-21</p> <p><u>Unit 1 – Lesson 11:</u> Adverbial Clauses Pg.22-23</p> <p><u>Unit 1 – Lesson 12:</u> Misplaced and Dangling Modifiers Pg.24-25</p> <p><u>Unit 1 – Lesson 13:</u> Parallel Structure Pg.26-27</p> <p><u>Unit 1 – Lesson 14:</u> Subject-Verb Agreement Pg.28-29</p> <p><u>Unit 1 – Lesson 15:</u> Pronoun-Antecedent Agreement Pg.30-31</p> <p><u>Unit 1 – Lesson 16:</u> Complete Sentences, Fragments, and Run- ons Pg.32-33</p> | <p><u>Unit 1 – Practice 8:</u> Independent and Dependent Clauses Pg.16-17</p> <p><u>Unit 1 – Practice 9:</u> Noun Clauses Pg.18-19</p> <p><u>Unit 1 – Practice 10:</u> Relative Clauses Pg.20-21</p> <p><u>Unit 1 – Practice 11:</u> Adverbial Clauses Pg.22-23</p> <p><u>Unit 1 – Practice 12:</u> Misplaced and Dangling Modifiers Pg.24-25</p> <p><u>Unit 1 – Practice 13:</u> Parallel Structure Pg.26-27</p> <p><u>Unit 1 – Practice 14:</u> Subject-Verb Agreement Pg.28-29</p> <p><u>Unit 1 – Practice 15:</u> Pronoun-Antecedent Agreement Pg.30-31</p> <p><u>Unit 1 – Practice 16:</u> Complete Sentences, Fragments, and Run- ons Pg.32-33</p> | | <p> Infinitive Phrase.pdf</p> <p> Subject-Verb Agreement.pdf</p> <p> Pronoun-and-Antec edent.pdf</p> |
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| <p>LA.ABE.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> | <p>9-10.L.2 (a)(b)(c) (High): Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> | <p>Unit 1 – Lesson 2: Follow Punctuation and Spelling Rules Pg.21-27</p> | <p>Unit 1 – Strategy 2: Follow Punctuation and Spelling Rules Pg.8-12</p> | <p>Unit 2 – Lesson 17: Commas Pg.36-37</p> <p>Unit 2 – Lesson 18: Semicolons Pg.38-39</p> <p>Unit 2 – Lesson 19: Colons Pg.40-41</p> <p>Unit 2 – Lesson 20: Apostrophes Pg.42-43</p> <p>Unit 2 – Lesson 21: Quotation Marks Pg.44-45</p> <p>Unit 2 – Lesson 22: Hyphens, Dashes, Ellipses, and Parenthesis Pg.46-47</p> <p>Unit 2 – Lesson 23: Capitalization Pg.48-49</p> <p>Unit 2 – Lesson 24: Spelling Pg.50-53</p> | <p>Unit 2 – Practice 17: Commas Pg.36-37</p> <p>Unit 2 – Practice 18: Semicolons Pg.38-39</p> <p>Unit 2 – Practice 19: Colons Pg.40-41</p> <p>Unit 2 – Practice 20: Apostrophes Pg.42-43</p> <p>Unit 2 – Practice 21: Quotation Marks Pg.44-45</p> <p>Unit 2 – Practice 22: Hyphens, Dashes, Ellipses, and Parenthesis Pg.46-47</p> <p>Unit 2 – Practice 23: Capitalization Pg.48-49</p> <p>Unit 2 – Practice 24: Spelling Pg.50-51</p> | <p>Online Lessons:</p> <ul style="list-style-type: none"> • The “i before e” Rule • Adding Endings • Spelling Test-Out Quiz • Spelling Unit Quiz • Colons and Semicolons • Advanced Punctuation Test-Out Quiz • Advanced Punctuation Unit Quiz • Using Clauses • Advanced Colons and Semicolons • Constructing Sentences for Meaning Test-Out Quiz • Constructing Sentences for Meaning Unit Quiz | <p> Comma - Semicolon.pdf</p> <p> Capitalization.pdf</p> <p> Spelling Worksheet.pdf</p> <p> Spelling 2.pdf</p> |
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VOCABULARY ACQUISITION AND USE (23% of test)



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| <p>LA.ABE.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference</p> | <p>11-12.L.4(a)(b)(c)(d) (Medium): 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</p> | <p>Unit 2 – Lesson 1: Determine Meaning of Words and Phrases Pg.32-37</p> <p>Unit 2 – Lesson 2: Use Reference Materials to Confirm Meanings of Words Pg.38-43</p> | <p>Unit 2 – Strategy 3: Determine Meaning of Words and Phrases Pg.16-17</p> <p>Unit 2 – Strategy 4: Use Reference Materials to Confirm Meanings of Words Pg.18-19</p> | <p>Unit 3 – Lesson 25: Context Clues Pg.56-57</p> <p>Unit 3 – Lesson 26: Suffixes That Form Adjectives and Adverbs Pg.58-59</p> | <p>Unit 3 – Practice 25: Context Clues Pg.54-55</p> <p>Unit 3 – Practice 26: Suffixes That Form Adjectives and Adverbs Pg.56-57</p> | <p>Online Lessons:</p> <ul style="list-style-type: none"> • Complex Word Context • Using Reference Materials • Advanced Vocabulary Test-Out Quiz • Advanced Vocabulary Unit Quiz | <p> Context clues.pdf</p> |
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| materials, as appropriate. | or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. | | | Unit 3 – Lesson 27: Suffixes That Form Nouns and Verbs Pg.60-61 | Unit 3 – Practice 27: Suffixes That Form Nouns and Verbs Pg.58-59 | |  Adverb Worksheet.pdf  Adjectives.pdf |
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| LA.ABE.6: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the state level; demonstrate independence in gathering vocabulary knowledge when encountering a word or phrase important to comprehension or expression. | 11-12.L.6 (Medium): Acquire and use accurately level-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. | Unit 2 – Lesson 1: Determine Meaning of Words and Phrases Pg.32-37 (Same as previous Lesson) | Unit 2 – Strategy 3: Determine Meaning of Words and Phrases Pg.16-17 (Same as previous Lesson) | Unit 3 – Lesson 28: Precise Words Pg.62-63 | Unit 3 – Practice 28: Precise Words Pg.60-61 | Online Lessons: <ul style="list-style-type: none"> • Building Vocabulary • Intermediate Vocabulary Test-Out Quiz • Intermediate Vocabulary Unit Quiz |  Precise Words.pdf  Precise Words 2.pdf |
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TEXT TYPES AND PURPOSES (25% of test)

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| WR.ABE.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. | 9-10.W.1 (a)(b)(c)(d)(e) (Medium): Write arguments to support claims with clear reasons and relevant evidence. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. Support claim(s) with logical reasoning and | Unit 3 – Lesson 1: Write Argument Pieces Pg.48-57 | Unit 3 – Strategy 5: Write Argument Pieces Pg.22-27 | Unit 4 – Lesson 30: Text Purposes: Argumentative and Informative Pg.68-69 | Unit 4 – Practice 30: Text Purposes: Argumentative and Informative Pg.66-67 | Online Lessons: <ul style="list-style-type: none"> • Organizing Written Works • Organization Test-Out Quiz • Organization Unit Quiz • The Elements of Persuasion • Building an Argument • Fallacies in an Argument • Evaluating Arguments • Comparing Arguments • Arguments Test-Out Quiz |  Topic Sentence.pdf |
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| | <p>relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. Establish and maintain a formal style. Provide a concluding statement or section that follows from and supports the argument presented.</p> | | | <p>Unit 4 – Lesson 32: Organizational Structure Pg.72-73</p> <p>Unit 4 – Lesson 33: Supporting Sentences Pg.74-75</p> | <p>Unit 4 – Practice 32: Organizational Structure Pg.70-71</p> <p>Unit 4 – Practice 33: Supporting Sentences Pg.72-73</p> | <ul style="list-style-type: none"> • Arguments Unit Quiz • Language and Purpose • Planning History and Science Writing • Drafting History and Science Writing • Writing for a Purpose Test-Out Quiz • Writing for a Purpose Unit Quiz • Introducing Claims and Counterclaims • Developing Claims and Counterclaims • Cohesion and Clarity • Writing an Argument's Conclusion • Writing Arguments Test-Out Quiz • Writing Arguments Unit Quiz | |
| <p>WR.ABE.2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> | <p>9-10.W.2 (a)(b)(c) (Low): Write informative and explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. 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. Develop</p> | <p>Unit 3 – Lesson 2: Write Informative Pieces Pg.58-66</p> | <p>Unit 3 – Strategy 6: Write Informative Pieces Pg.28-32</p> | <p>Unit 4 – Lesson 34: Formatting and Text Features Pg.76-77</p> <p>Unit 4 – Lesson 35: Graphics and Multimedia features Pg.78-79</p> <p>Unit 4 – Lesson 36: Transitions Pg.80-81</p> <p>Unit 4 – Lesson 37: Word Choice, tone, and Style Pg.82-83</p> <p>Unit 4 – Lesson 38: Conclusion Pg.84-85</p> | <p>Unit 4 – Practice 34: Formatting and Text Features Pg.74-75</p> <p>Unit 4 – Practice 35: Graphics and Multimedia features Pg.76-77</p> <p>Unit 4 – Practice 36: Transitions Pg.78-79</p> <p>Unit 4 – Practice 37: Word Choice, tone, and Style Pg.80-81</p> <p>Unit 4 – Practice 38: Conclusion Pg.82-83</p> | <p>Online Lessons:</p> <ul style="list-style-type: none"> • Essay Prompt: Cats vs. Dogs • Intermediate Vocabulary Test-Out Quiz • Intermediate Vocabulary Unit Quiz • Style and Tone • Essay Prompt: Pictures and Images • Essay Prompt: Trucks vs. Cars | <p> Transitions.pdf</p> <p> Transitions 2.pdf</p> |

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| | the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. | | | | | | |
| WR.ABE.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. | 9-10.WHST.1 (b)(c)(d)(e) (High): Write arguments to support claims with clear reasons and relevant evidence. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. Establish and maintain a formal style. Provide a concluding statement or section that follows from and supports the argument presented. | Unit 3 – Lesson 3: Write Discipline-Specific Argument Pieces Pg.67-74 | Unit 3 – Strategy 7: Write Discipline-Specific Argument Pieces Pg.33-37 | Unit 4 – Lesson: 30, 31, 32, 33, 36, 37, 38 (Same as previous Lessons) | Unit 4 – Practice: 30, 31, 32, 33, 36, 37, 38 (Same as previous Lessons) | Online Lessons: <ul style="list-style-type: none"> • The Elements of Persuasion • Building an Argument • Fallacies in an Argument • Evaluating Arguments • Comparing Arguments • Arguments Test-Out Quiz • Arguments Unit Quiz • Introducing Claims and Counterclaims • Developing Claims and Counterclaims | |
| WR.ABE.2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. | 9-10.WHST.2 (b-f) (High) Write informative and explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (This includes the narration of historical events, scientific procedures/ experiments, or technical processes.) Introduce a topic clearly, | Unit 3 – Lesson 4: Write Discipline-Specific informative Pieces Pg.75-82 | Unit 3 – Strategy 8: Write Discipline-Specific informative Pieces Pg.38-43 | Unit 4 – Lesson: 30, 31, 32, 33, 34, 35, 36, 37, 38 (Same as previous Lessons) | Unit 4 – Practice: 30, 31, 32, 33, 34, 35, 36, 37, 38 (Same as previous Lessons) | Online Lessons: <ul style="list-style-type: none"> • Choosing Precise Language • Intermediate Vocabulary Test-Out Quiz • Intermediate Vocabulary Unit Quiz | |

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| | <p>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. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</p> | | | | | | |
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Writing (WR) Anchor Standards

- WR.ABE.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- WR.ABE.2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- WR.ABE.3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.
- WR.ABE. 4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- WR.ABE 5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

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| | WR.ABE 6: Use technology, including the Internet, to produce and publish writing, and to interact and collaborate with others. |
| | WR.ABE 7: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. |
| | WR.ABE 8: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. |
| | WR.ABE 9: Draw evidence from literary or informational texts to support analysis, reflection, and research. (Apply this standard to texts of appropriate complexity as outlined by Reading Standard 10.) |
| Language Arts Anchor Standards | |
| | LA.ABE.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| | LA.ABE.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| | LA.ABE.3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. |
| | LA.ABE.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. |
| | LA.ABE.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. |
| | LA.ABE.6: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the state level; demonstrate independence in gathering vocabulary knowledge when encountering a word or phrase important to comprehension or expression. |