PACESETTER PRESS

TABE 13/14 Language Curriculum Map

198 items · Forms 13 & 14 · Levels E, M, D

Arranged by level, then test part, then item ID. Domain & Standard shows the TABE domain, CCRS code(s), grade-level grouping and the CCR anchor standard text. Where a 13/14 item links to an earlier TABE 11/12 item, the Legacy 11/12 column shows that item's ID, a short skill description and its prescription; it is left blank for items that are new to 13/14.

Level E · Language (66 items)

ID	TABE Test / Level	Domain & Standard (CCRS)	Skill Description	Discrete Skill	Pace Prescription	Legacy 11/12 Item
13-E-L-1	Form 13 Level E Language	**Conventions of Standard English** **CCRS 2.L.1, 3.L.1** Grade level: B (2nd-3rd) *Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.*	Use correct spelling with common plural nouns	Identify the correct plural spelling of a common noun ending in 'y' (changing 'y' to 'ies') to complete a simple sentence.	English At Your Own Pace 100, Singular and Plural Nouns Spelling 230, Problem Words	**12-E-L-15** Form 12 Level E Language **Skill:** Spell **Rx:** Spelling 130, Intermediate Vowel Sounds, Part 1
13-E-L-2	Form 13 Level E Language	**Conventions of Standard English** **CCRS 2.L.2, 3.L.2** Grade level: B (2nd-3rd) *Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.*	Form common contractions	Identify the correct placement of an apostrophe in a common negative contraction (e.g., "does not" to "doesn't").	Reading 325, Contractions Language 640, Apostrophes	**11-E-L-13** Form 11 Level E Language **Skill:** Form contractions **Rx:** Reading 325, Contractions
13-E-L-3	Form 13 Level E Language	**Conventions of Standard English** **CCRS 2.L.1, 3.L.1** Grade level: B (2nd-3rd) *Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.*	Use the past tense of irregular verbs	Select the correct irregular past-tense form of a verb (e.g., "teach" to "taught") to complete a sentence describing a past action.	English At Your Own Pace 110, Verbs	**12-E-L-4** Form 12 Level E Language **Skill:** Use verbs correctly and correct verb tense **Rx:** English At Your Own Pace 110, Verbs
13-E-L-4	Form 13 Level E Language	**Knowledge of Language and Vocabulary** **CCRS 2.L.4** Grade level: B (2nd-3rd) *Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from an array of strategies.*	Identify meaning of common nouns	Select the contextually appropriate abstract noun to describe a person's specific skill or quality based on narrative evidence.	Reading At Your Own Pace 141, Words in Context: Unit 1	**11-E-L-8** Form 11 Level E Language **Skill:** Use nouns **Rx:** Writing 230, Concrete and Specific Language (5.4)
13-E-L-5	Form 13 Level E Language	**Conventions of Standard English** **CCRS 2.L.2, 3.L.2** Grade level: B (2nd-3rd) *Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.*	Use vowel-sound spelling patterns and resources to spell correctly	Identify the correct spelling of a present-tense verb ending in 'y' when used with a singular subject (applying the 'ies' rule).	English At Your Own Pace 110, Verbs English At Your Own Pace 100, Singular and Plural Nouns	**12-E-L-4** Form 12 Level E Language **Skill:** Use verbs correctly and correct verb tense **Rx:** English At Your Own Pace 110, Verbs

ID	TABE Test / Level	Domain & Standard (CCRS)	Skill Description	Discrete Skill	Pace Prescription	Legacy 11/12 Item
13-E-L-6	Form 13 Level E Language	**Conventions of Standard English** **CCRS 2.L.2, 3.L.2** Grade level: B (2nd-3rd) *Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.*	Use vowel-sound spelling patterns and resources to spell correctly	Detect a spelling error in an adverb where a suffix was incorrectly attached to a base word ending in 'e' (e.g., "wildely" vs "wildly").	Spelling 150, Intermediate Consonant Sounds Spelling 160, Prefixes and Suffixes Spelling 100, Beginner Vowel Sounds	**12-E-L-24** Form 12 Level E Language **Skill:** Use level-appropriate words **Rx:** Reading At Your Own Pace 141, Words in Context: Unit 1 + English At Your Own Pace 115, Adjectives and Adverbs
13-E-L-7	Form 13 Level E Language	**Conventions of Standard English** **CCRS 2.L.1, 3.L.1** Grade level: B (2nd-3rd) *Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.*	Use nouns with irregular plurals	Recognize and apply the correct irregular plural form of a noun that changes its internal vowel (e.g., "goose" to "geese").	Language 100, Nouns	**12-E-L-2** Form 12 Level E Language **Skill:** Use nouns **Rx:** English At Your Own Pace 100, Nouns
13-E-L-8	Form 13 Level E Language	**Conventions of Standard English** **CCRS 2.L.2, 3.L.2** Grade level: B (2nd-3rd) *Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.*	Form common contractions	Identify the correctly written sentence from four options that test the its/it's distinction, selecting the sentence that correctly uses the contraction 'it's' (it is) rather than the possessive 'its,' which requires no apostrophe.	Reading 325, Contractions English At Your Own Pace 200, Sentence Recognition Language 640, Apostrophes	**12-E-L-8** Form 12 Level E Language **Skill:** Use level-appropriate words **Rx:** Reading At Your Own Pace 141, Words in Context: Unit 1 + English At Your Own Pace 115, Adjectives and Adverbs
13-E-L-9	Form 13 Level E Language	**Conventions of Standard English** **CCRS 2.L.1, 3.L.1** Grade level: B (2nd-3rd) *Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.*	Use the past tense of irregular verbs	Select the correct irregular past-tense form of the verb 'know' (knew) to complete a sentence about Leah's language abilities, distinguishing it from present-tense, regularized past, and past-participial forms.	English At Your Own Pace 110, Verbs	**12-E-L-4** Form 12 Level E Language **Skill:** Use verbs correctly and correct verb tense **Rx:** English At Your Own Pace 110, Verbs
13-E-L-10	Form 13 Level E Language	**Conventions of Standard English** **CCRS 2.L.2, 3.L.2** Grade level: B (2nd-3rd) *Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.*	Use commas in addresses	Identify which of four address formats correctly places a comma between the city name and state abbreviation, recognizing that a comma belongs after the city name only (not after the street number or after the state).	English At Your Own Pace 311, Commas: Unit 1	**12-E-L-12** Form 12 Level E Language **Skill:** Use commas **Rx:** Language 620, Commas: Unit 2
13-E-L-11	Form 13 Level E Language	**Conventions of Standard English** **CCRS 2.L.1, 3.L.1** Grade level: B (2nd-3rd) *Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.*	Use comparative adjectives correctly	Identify the sentence that correctly uses an adjective to compare by selecting the one that applies the superlative '-est' form appropriately ('warmest'), while recognizing errors in the other options including misuse of 'most' with a comparative, 'better' in a superlative context, and 'fastest' with 'than.'	Reading At Your Own Pace 141, Words in Context: Unit 1 English At Your Own Pace 115, Adjectives and Adverbs	**12-E-L-24** Form 12 Level E Language **Skill:** Use level-appropriate words **Rx:** Reading At Your Own Pace 141, Words in Context: Unit 1 + English At Your Own Pace 115, Adjectives and Adverbs
13-E-L-12	Form 13 Level E Language	**Knowledge of Language and Vocabulary** **CCRS 2.L.4** Grade level: B (2nd-3rd) *Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from an array of strategies.*	Identify meaning of common nouns	Identify the meaning of the common noun 'refrigerator' by selecting the object whose function matches the description 'used to keep food cold,' distinguishing it from three other common nouns (monument, hammer, bulldozer) whose functions are unrelated.	Reading At Your Own Pace 141, Words in Context: Unit 1	**12-E-L-23** Form 12 Level E Language **Skill:** Know various shades of meaning **Rx:** Reading At Your Own Pace 141, Words in Context: Unit 1

ID	TABE Test / Level	Domain & Standard (CCRS)	Skill Description	Discrete Skill	Pace Prescription	Legacy 11/12 Item
13-E-L-13	Form 13 Level E Language	**Knowledge of Language and Vocabulary** **CCRS 2.L.3** Grade level: B (2nd-3rd) *Use knowledge of language and its conventions when writing, speaking, reading, or listening.*	Use context to select appropriate adjectives	Select the adjective that best completes a sentence about cars stopping for ducks, using context and grammar to identify the quantifier 'Many' as the only choice that is logically accurate and grammatically correct in the sentence-opening position.	Reading At Your Own Pace 141, Words in Context: Unit 1 English At Your Own Pace 115, Adjectives and Adverbs	**12-E-L-8** Form 12 Level E Language **Skill:** Use level-appropriate words **Rx:** Reading At Your Own Pace 141, Words in Context: Unit 1 + English At Your Own Pace 115, Adjectives and Adverbs
13-E-L-14	Form 13 Level E Language	**Knowledge of Language and Vocabulary** **CCRS 3.L.5.c** Grade level: B (2nd-3rd) *Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).*	Use words with similar meanings	Choose the most specific word to complete a sentence about extreme tiredness after work, selecting 'exhausted' over near-synonyms 'drowsy,' 'sleepy,' and 'bored' by recognizing that 'exhausted' most precisely conveys the intensity described in the context ('the most tired I had ever been').	Reading At Your Own Pace 150, Synonyms and Antonyms Reading At Your Own Pace 105, Introduction to Synonyms	**11-E-L-9** Form 11 Level E Language **Skill:** Expand and compose simple and complex sentences **Rx:** English At Your Own Pace 210, Combining Sentences
13-E-L-15	Form 13 Level E Language	**Knowledge of Language and Vocabulary** **CCRS 2.L.4.c** Grade level: B (2nd-3rd) *Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).*	Use root words to determine the meaning of common words	Use the root word 'invent' as a clue to determine the meaning of the derived word 'invention' in a sentence about the telephone, selecting 'something made' from four options and applying knowledge that the root 'invent' means to make or create something new.	Reading At Your Own Pace 121, Prefixes: Unit 1	**11-E-L-21** Form 11 Level E Language **Skill:** Use affixes as clue to meaning **Rx:** Reading At Your Own Pace 121, Prefixes: Unit 1
13-E-L-16	Form 13 Level E Language	**Knowledge of Language and Vocabulary** **CCRS 3.L.3** Grade level: B (2nd-3rd) *Use knowledge of language and its conventions when writing, speaking, reading, or listening.*	Use words for effect in basic paragraphs	Select the word that would best be used for effect in a narrative paragraph about missing a bus, choosing 'fell' over vague motion verbs ('moved,' 'went,' 'stepped') to complete the sentence 'I caught myself before I _____ to the ground' with the most vivid and precise action word.	English At Your Own Pace 115, Adjectives and Adverbs	**12-E-L-26A** Form 12 Level E Language **Skill:** Use comparative and superlative adjectives and adverbs **Rx:** English At Your Own Pace 115, Adjectives and Adverbs
13-E-L-17	Form 13 Level E Language	**Knowledge of Language and Vocabulary** **CCRS 2.L.3** Grade level: B (2nd-3rd) *Use knowledge of language and its conventions when writing, speaking, reading, or listening.*	Use context to select appropriate adjectives	Select the adjective that correctly completes a sentence about a dog that hides under the bed when visitors arrive, using the behavioral context clue to identify 'shy' as the only choice logically consistent with the described behavior, rather than 'caring,' 'friendly,' or 'trusting.'	English At Your Own Pace 115, Adjectives and Adverbs	**12-E-L-26A** Form 12 Level E Language **Skill:** Use comparative and superlative adjectives and adverbs **Rx:** English At Your Own Pace 115, Adjectives and Adverbs
13-E-L-18	Form 13 Level E Language	**Knowledge of Language and Vocabulary** **CCRS 3.L.3.a** Grade level: B (2nd-3rd) *Choose words and phrases for effect.*	Use words and phrases to provide detail in a sentence or sentences	Select the sentence that best shows Julia felt excited about winning a prize at a party, identifying that 'I jumped up and down and danced in circles' conveys excitement through specific physical actions, while the other options describe neutral, uncertain, or passive reactions.	Reading At Your Own Pace 141, Words in Context: Unit 1	**12-E-L-23** Form 12 Level E Language **Skill:** Know various shades of meaning **Rx:** Reading At Your Own Pace 141, Words in Context: Unit 1
13-E-L-19	Form 13 Level E Language	**Knowledge of Language and Vocabulary** **CCRS 3.L.3.a** Grade level: B (2nd-3rd) *Choose words and phrases for effect.*	Use words that provide a description in context	Select the verb that best shows everyone in a park moved quickly at the first crash of thunder, identifying 'raced' as the word that most precisely conveys urgency and speed, while 'marched,' 'walked,' and 'hiked' all describe deliberate or unhurried movement.	English At Your Own Pace 115, Adjectives and Adverbs	**12-E-L-14** Form 12 Level E Language **Skill:** Use dictionaries and glossaries **Rx:** Language 900, Dictionaries

ID	TABE Test / Level	Domain & Standard (CCRS)	Skill Description	Discrete Skill	Pace Prescription	Legacy 11/12 Item
13-E-L-20	Form 13 Level E Language	**Knowledge of Language and Vocabulary** **CCRS 3.L.6** Grade level: B (2nd-3rd) *Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.*	Use spatial words in multiple sentences across a paragraph.	Identify the preposition or prepositional phrase that correctly describes the spatial relationship between a person and a room she must travel through in the dark, selecting 'across' to complete the sentence 'She would have to walk _____ the kitchen,' within a paragraph about a power outage.	Language 150, Parts of Speech	**12-E-L-13** Form 12 Level E Language **Skill:** Spell **Rx:** Spelling 130, Intermediate Vowel Sounds, Part 1
13-E-L-21	Form 13 Level E Language	**Knowledge of Language and Vocabulary** **CCRS 2.L.4.e** Grade level: B (2nd-3rd) *Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.*	Use reference materials to determine the meaning of a tier 1 multiple-meaning word	Use a provided dictionary entry with four numbered definitions of the word 'bear' to identify which definition applies in the sentence 'I cannot bear to work another hour of my shift,' selecting Definition 4 (to accept something difficult) based on sentence context.	Reading At Your Own Pace 141, Words in Context: Unit 1	**12-E-L-23** Form 12 Level E Language **Skill:** Know various shades of meaning **Rx:** Reading At Your Own Pace 141, Words in Context: Unit 1
13-E-L-22	Form 13 Level E Language	**Knowledge of Language and Vocabulary** **CCRS 3.L.3.a** Grade level: B (2nd-3rd) *Choose words and phrases for effect.*	Use words and phrases to provide detail in a sentence or sentences	Select the phrase that completes a sentence about a workplace disagreement with the most detail, identifying 'was annoyed' as the most specific and informative option compared to vague alternatives ('had feelings,' 'felt different,' 'thought something') that lack emotional precision.	Reading At Your Own Pace 141, Words in Context: Unit 1 English At Your Own Pace 115, Adjectives and Adverbs	**12-E-L-8** Form 12 Level E Language **Skill:** Use level-appropriate words **Rx:** Reading At Your Own Pace 141, Words in Context: Unit 1 + English At Your Own Pace 115, Adjectives and Adverbs
13-E-L-23	Form 13 Level E Language	**Conventions of Standard English** **CCRS 2.L.1, 3.L.1** Grade level: B (2nd-3rd) *Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.*	Explain the function of a conjunction	Select the subordinating conjunction that best completes a sentence about hobbies, identifying 'because' as the word that correctly signals a cause-and-effect relationship between the main clause ('Hobbies are good for people') and the explanatory clause ('they help them to have interesting experiences').	English At Your Own Pace 205, Introduction to Sentence Combining	
13-E-L-24	Form 13 Level E Language	**Text Types and Purposes** **CCRS 3.W.2.d** Grade level: B (2nd-3rd) *Provide a concluding statement or section.*	Add a conclusion to a basic informational paragraph	Select the sentence that best concludes an informational paragraph about completing school assignments on time, identifying 'Finishing work on time benefits you and others' as the conclusion that summarizes the paragraph's central point about responsibility and mutual benefit.	English At Your Own Pace 220, Paragraph Development	**12-E-L-33B** Form 12 Level E Language **Skill:** Provide conclusion **Rx:** English At Your Own Pace 220, Paragraph Development
13-E-L-25	Form 13 Level E Language	**Text Types and Purposes** **CCRS 3.W.2.c** Grade level: B (2nd-3rd) *Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.*	Use linking words in a basic informational paragraph	Select the linking word or phrase that best completes the opening sentence of an informational paragraph about the health benefits of spending time outside, identifying 'For example' as the correct transitional phrase that signals the following sentence introduces a specific supporting example (more sunshine).	English At Your Own Pace 220, Paragraph Development	**12-E-L-33A** Form 12 Level E Language **Skill:** Provide conclusion **Rx:** English At Your Own Pace 220, Paragraph Development

ID	TABE Test / Level	Domain & Standard (CCRS)	Skill Description	Discrete Skill	Pace Prescription	Legacy 11/12 Item
13-E-L-26	Form 13 Level E Language	**Text Types and Purposes** **CCRS 3.W.2.d** Grade level: B (2nd-3rd) *Provide a concluding statement or section.*	Add a conclusion to a basic informational paragraph	Select the sentence that best concludes an informational paragraph about walking 30 minutes daily as an easy form of exercise, identifying 'Walking is a smart way to exercise daily' as the conclusion that reinforces the paragraph's central claim without introducing unrelated details.	English At Your Own Pace 215, Introduction to Paragraphs English At Your Own Pace 220, Paragraph Development	**12-E-L-27** Form 12 Level E Language **Skill:** Use facts and related details to support topic **Rx:** English At Your Own Pace 215, Introduction to Paragraphs + English At Your Own Pace 220, Paragraph Development
13-E-L-27	Form 13 Level E Language	**Text Types and Purposes** **CCRS 3.W.2.a** Grade level: B (2nd-3rd) *Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.*	Add an introduction to a basic informational paragraph about a common topic	Select the introductory sentence that best sets up a paragraph about sports cars that begins mid-topic with 'That is how the sports car came into existence,' identifying 'For many years, people wanted to make cars that could reach great speeds' as the sentence that logically leads into the paragraph's content.	English At Your Own Pace 215, Introduction to Paragraphs English At Your Own Pace 220, Paragraph Development	**12-E-L-27** Form 12 Level E Language **Skill:** Use facts and related details to support topic **Rx:** English At Your Own Pace 215, Introduction to Paragraphs + English At Your Own Pace 220, Paragraph Development
13-E-L-28	Form 13 Level E Language	**Text Types and Purposes** **CCRS 3.W.2.c** Grade level: B (2nd-3rd) *Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.*	Use linking words in a basic informational paragraph	Select the linking word or phrase that best completes the opening of a paragraph about learning to drive, identifying 'Although' as the concessive conjunction that correctly signals a contrast between the positive outcome ('getting a driver's license is great') and the challenge that follows ('there are a lot of important details to remember').	English At Your Own Pace 220, Paragraph Development English At Your Own Pace 225, Sentence Sequence	
13-E-L-29	Form 13 Level E Language	**Text Types and Purposes** **CCRS 3.W.2.d** Grade level: B (2nd-3rd) *Provide a concluding statement or section.*	Add a conclusion to a basic informational paragraph	Select the sentence that best concludes an informational paragraph about icebergs, identifying 'This is why icebergs are dangerous for ships' as the conclusion that logically follows from the paragraph's final detail that about 90 percent of an iceberg is hidden below the water's surface.	English At Your Own Pace 215, Introduction to Paragraphs English At Your Own Pace 220, Paragraph Development	**12-E-L-27** Form 12 Level E Language **Skill:** Use facts and related details to support topic **Rx:** English At Your Own Pace 215, Introduction to Paragraphs + English At Your Own Pace 220, Paragraph Development
13-E-L-30	Form 13 Level E Language	**Text Types and Purposes** **CCRS 3.W.1.b** Grade level: B (2nd-3rd) *Provide reasons that support the opinion.*	Identify evidence that supports a claim in a basic opinion paragraph	Scan an opinion paragraph arguing that cooking at home is smarter than eating at a restaurant to identify which sentence, if added, would best support the author's stated claim that home-cooked meals are less expensive, selecting the option that provides a concrete cost comparison (one restaurant meal vs. a home-cooked meal for a family).	English At Your Own Pace 215, Introduction to Paragraphs English At Your Own Pace 220, Paragraph Development	**12-E-L-39A** Form 12 Level E Language **Skill:** Use facts and related details to support topic **Rx:** English At Your Own Pace 215, Introduction to Paragraphs + English At Your Own Pace 220, Paragraph Development

ID	TABE Test / Level	Domain & Standard (CCRS)	Skill Description	Discrete Skill	Pace Prescription	Legacy 11/12 Item
13-E-L-31	Form 13 Level E Language	**Knowledge of Language and Vocabulary** **CCRS 3.L.6** Grade level: B (2nd-3rd) *Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.*	Use words to signal a relationship between ideas	Select the word that best connects two additive ideas in an informational paragraph about bristlecone pine trees, identifying 'Also' as the conjunction that correctly signals the second of two parallel reasons for the trees' longevity, as opposed to contrast words ('Yet,' 'But,' 'However') that would incorrectly imply opposition.	English At Your Own Pace 210, Combining Sentences English At Your Own Pace 225, Sentence Sequence	
13-E-L-32	Form 13 Level E Language	**Text Types and Purposes** **CCRS 3.W.2** Grade level: B (2nd-3rd) *Write informative/explanatory texts to examine a topic and convey ideas and information clearly.*	Differentiate between facts and opinion in an informational paragraph	Analyze statements about Mars to distinguish between a verifiable fact and subjective opinions, selecting the sentence that states a specific, measurable claim ('It can reach temperatures as cold as -220 degrees Fahrenheit on Mars') while recognizing that the other options express personal preferences or unverifiable generalizations.	English At Your Own Pace 215, Introduction to Paragraphs English At Your Own Pace 220, Paragraph Development	**12-E-L-39A** Form 12 Level E Language **Skill:** Use facts and related details to support topic **Rx:** English At Your Own Pace 215, Introduction to Paragraphs + English At Your Own Pace 220, Paragraph Development
13-E-L-33	Form 13 Level E Language	**Text Types and Purposes** **CCRS 2.W.3** Grade level: B (2nd-3rd) *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.*	Add details to a more complex narrative paragraph	Choose the sentence that best completes a narrative about Max returning a lost hat to a little girl, selecting the option that adds a specific, vivid character reaction ('She shouted cheers of excitement and ran toward Max') to show the girl's joy at the story's climax, rather than neutral or ambiguous details.	English At Your Own Pace 215, Introduction to Paragraphs English At Your Own Pace 220, Paragraph Development	**12-E-L-27** Form 12 Level E Language **Skill:** Use facts and related details to support topic **Rx:** English At Your Own Pace 215, Introduction to Paragraphs + English At Your Own Pace 220, Paragraph Development
14-E-L-1	Form 14 Level E Language	**Conventions of Standard English** **CCRS 2.L.1, 3.L.1** Grade level: B (2nd-3rd) *Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.*	Use reflexive pronouns	Select the correct reflexive pronoun (e.g., "himself") to match a singular masculine subject in a simple sentence.	English At Your Own Pace 105, Pronouns	**12-D-R-7** Form 12 Level D Reading **Skill:** Identify author's purpose **Rx:** Reading 222, Main Ideas and Supporting Details: Unit 2 + Reading 223, Main Ideas and Supporting Details: Unit 3 + Reading 201, Reading Strategies: Unit 1
14-E-L-2	Form 14 Level E Language	**Conventions of Standard English** **CCRS 2.L.2, 3.L.2** Grade level: B (2nd-3rd) *Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.*	Use a possessive apostrophe with common nouns	Identify the correct singular possessive apostrophe form from four options (family's / familys' / families' / familie's) to show ownership by a single family.	English At Your Own Pace 120, Possessives Language 640, Apostrophes	**12-D-R-47** Form 12 Level D Reading **Skill:** Identify author's/s' point of view **Rx:** Reading 251, Fact and Opinion: Unit 1 + Reading 252, Fact and Opinion: Unit 2 + Reading 222, Main Ideas and Supporting Details: Unit 2 + Reading 223, Main Ideas and Supporting Details: Unit 3 + Reading 260, Writer's Purpose + Writing 240, Facts, Details, and Examples
14-E-L-3	Form 14 Level E Language	**Conventions of Standard English** **CCRS 2.L.1, 3.L.1** Grade level: B (2nd-3rd) *Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.*	Use collective nouns	Select the collective noun ("family") that correctly agrees with a singular verb ("watches") to complete a sentence, distinguishing it from plural nouns ("girls," "friends," "children") that would require a plural verb.	Language 100, Nouns Language 130, Subject-Verb Agreement	**12-D-R-09a** Form 12 Level D Reading **Skill:** Connect illustration and text **Rx:** Reading 445, Tables and Charts + Reading 222, Main Ideas and Supporting Details: Unit 2 + Reading 223, Main Ideas and Supporting Details: Unit 3

ID	TABE Test / Level	Domain & Standard (CCRS)	Skill Description	Discrete Skill	Pace Prescription	Legacy 11/12 Item
14-E-L-4	Form 14 Level E Language	**Conventions of Standard English** **CCRS 2.L.2, 3.L.2** Grade level: B (2nd-3rd) *Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.*	Use commas in closings of written communication	Identify the correct placement of a comma following the closing word of a formal letter ("Sincerely"), choosing from four positions within the letter.	Language 620, Commas II	**12-D-R-26** Form 12 Level D Reading **Skill:** Identify author's purpose **Rx:** Reading 222, Main Ideas and Supporting Details: Unit 2 + Reading 223, Main Ideas and Supporting Details: Unit 3 + Reading 260, Writer's Purpose
14-E-L-5	Form 14 Level E Language	**Conventions of Standard English** **CCRS 2.L.1, 3.L.1** Grade level: B (2nd-3rd) *Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.*	Combine simple sentences using coordinating conjunctions	Choose the coordinating conjunction ("and") that correctly joins two parallel verb phrases (fly / keep) sharing a single subject in a compound predicate sentence.	English At Your Own Pace 210, Combining Sentences Writing 130, Parallelism Writing 310, Combining Subjects and Predicates	**12-D-R-22** Form 12 Level D Reading **Skill:** Field Test Item **Rx:** Reading 222, Main Ideas and Supporting Details: Unit 2 + Reading 223, Main Ideas and Supporting Details: Unit 3 + Reading 202, Reading Strategies: Unit 2 + Reading 625, American Literature
14-E-L-6	Form 14 Level E Language	**Knowledge of Language and Vocabulary** **CCRS 2.L.1, 3.L.1** Grade level: B (2nd-3rd) *Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.*	Combine simple sentences using coordinating conjunctions	Evaluate four versions of two combined sentences and select the most concise and natural version that eliminates the repeated subject by compounding the verbs ("swimming and fishing in the lake").	English At Your Own Pace 205, Introduction to Sentence Combining	**12-D-R-47** Form 12 Level D Reading **Skill:** Identify author's/s' point of view **Rx:** Reading 251, Fact and Opinion: Unit 1 + Reading 252, Fact and Opinion: Unit 2 + Reading 222, Main Ideas and Supporting Details: Unit 2 + Reading 223, Main Ideas and Supporting Details: Unit 3 + Reading 260, Writer's Purpose + Writing 240, Facts, Details, and Examples
14-E-L-7	Form 14 Level E Language	**Conventions of Standard English** **CCRS 2.L.2, 3.L.2** Grade level: B (2nd-3rd) *Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.*	Use quotation marks with a line of dialogue	Identify the sentence that correctly punctuates a direct quotation by placing a comma after the speaker tag and enclosing the spoken words in quotation marks.	English At Your Own Pace 320, Quotation Marks English At Your Own Pace 312, Commas: Unit 2	**12-D-R-1** Form 12 Level D Reading **Skill:** Determine the meaning of on-level words or phrases in context **Rx:** Reading 130, Clue Words and Phrases in General Context
14-E-L-8	Form 14 Level E Language	**Conventions of Standard English** **CCRS 2.L.1, 3.L.1** Grade level: B (2nd-3rd) *Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.*	Use the past tense of regular verbs	Identify the sentence in which the underlined past-tense verb of a regular verb ("raised") is used correctly to describe a completed action, distinguishing it from sentences where present-tense verbs are misused for past events.	English At Your Own Pace 110, Verbs	**12-D-R-24** Form 12 Level D Reading **Skill:** Identify author's purpose **Rx:** Reading 222, Main Ideas and Supporting Details: Unit 2 + Reading 223, Main Ideas and Supporting Details: Unit 3 + Reading 260, Writer's Purpose + Reading 620, Author's Style + Reading 201, Reading Strategies: Unit 1
14-E-L-9	Form 14 Level E Language	**Conventions of Standard English** **CCRS 3.L.2** Grade level: B (2nd-3rd) *Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.*	Capitalize magazine article titles	Select the magazine article title that correctly applies standard capitalization rules by capitalizing the first word and all major words, while leaving articles and prepositions lowercase.	English At Your Own Pace 300, Capitalization	**12-D-R-13** Form 12 Level D Reading **Skill:** Evaluate arguments/claims in text **Rx:** Reading 222, Main Ideas and Supporting Details: Unit 2 + Reading 223, Main Ideas and Supporting Details: Unit 3 + Writing 240, Facts, Details, and Examples
14-E-L-10	Form 14 Level E Language	**Conventions of Standard English** **CCRS 2.L.1, 3.L.1** Grade level: B (2nd-3rd) *Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.*	Identify the subject of a sentence.	Identify which of four underlined nouns in a sentence (artist, prize, contest, ocean) is functioning as the grammatical subject — the noun performing the action of the main verb.	Language 200, Sentences: Parts and Types	**12-D-R-33** Form 12 Level D Reading **Skill:** Support main idea **Rx:** Reading 222, Main Ideas and Supporting Details: Unit 2 + Reading 223, Main Ideas and Supporting Details: Unit 3

ID	TABE Test / Level	Domain & Standard (CCRS)	Skill Description	Discrete Skill	Pace Prescription	Legacy 11/12 Item
14-E-L-11	Form 14 Level E Language	**Conventions of Standard English** **CCRS 2.L.2, 3.L.2** Grade level: B (2nd-3rd) *Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.*	Capitalize geographic names	Identify the sentence that correctly capitalizes a proper geographic name (Rhode Island) while recognizing incorrect capitalization of country and city names (india, canada, New York city) in the distractors.	English At Your Own Pace 300, Capitalization	**12-D-R-47** Form 12 Level D Reading **Skill:** Identify author's/s' point of view **Rx:** Reading 251, Fact and Opinion: Unit 1 + Reading 252, Fact and Opinion: Unit 2 + Reading 222, Main Ideas and Supporting Details: Unit 2 + Reading 223, Main Ideas and Supporting Details: Unit 3 + Reading 260, Writer's Purpose + Writing 240, Facts, Details, and Examples
14-E-L-12	Form 14 Level E Language	**Knowledge of Language and Vocabulary** **CCRS 2.L.3** Grade level: B (2nd-3rd) *Use knowledge of language and its conventions when writing, speaking, reading, or listening.*	Use context to select appropriate adjectives	Select the contextually appropriate adjective ("heavy") that logically explains why two people are needed to carry a box, choosing among adjectives that modify the noun but only one of which provides a logical reason for the action.	Reading At Your Own Pace 141, Words in Context: Unit 1 English At Your Own Pace 115, Adjectives and Adverbs	**12-E-L-8** Form 12 Level E Language **Skill:** Use level-appropriate words **Rx:** Reading At Your Own Pace 141, Words in Context: Unit 1 + English At Your Own Pace 115, Adjectives and Adverbs
14-E-L-13	Form 14 Level E Language	**Knowledge of Language and Vocabulary** **CCRS 2.L.3** Grade level: B (2nd-3rd) *Use knowledge of language and its conventions when writing, speaking, reading, or listening.*	Use context to select appropriate adjectives	Determine the most logical adjective ("calm") to describe the required demeanor of firefighters in emergencies, using the paragraph's context about reacting quickly to eliminate illogical options (dull, lonely, nervous).	Reading At Your Own Pace 141, Words in Context: Unit 1 English At Your Own Pace 115, Adjectives and Adverbs	**12-E-L-8** Form 12 Level E Language **Skill:** Use level-appropriate words **Rx:** Reading At Your Own Pace 141, Words in Context: Unit 1 + English At Your Own Pace 115, Adjectives and Adverbs
14-E-L-14	Form 14 Level E Language	**Knowledge of Language and Vocabulary** **CCRS 2.L.3** Grade level: B (2nd-3rd) *Use knowledge of language and its conventions when writing, speaking, reading, or listening.*	Use context to select appropriate verbs	Identify the correct verb ("guess") that logically completes a two-sentence scenario in which a person withholds information and makes others infer it, distinguishing among near-synonym verbs (believe, know, understand).	Reading At Your Own Pace 141, Words in Context: Unit 1 English At Your Own Pace 110, Verbs	**12-E-L-4** Form 12 Level E Language **Skill:** Use verbs correctly and correct verb tense **Rx:** English At Your Own Pace 110, Verbs
14-E-L-15	Form 14 Level E Language	**Knowledge of Language and Vocabulary** **CCRS 3.L.6** Grade level: B (2nd-3rd) *Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.*	Use words and phrases to signal temporal relationships	Select the appropriate temporal transition word ("Finally") to signal the last step in a three-step sequence (fill bucket → mop floor → relax), choosing from options that indicate sequence, reversal, or prior time.	English At Your Own Pace 225, Sentence Sequence	**12-E-L-16** Form 12 Level E Language **Skill:** Use dictionaries and glossaries **Rx:** Language 900, Dictionaries
14-E-L-16	Form 14 Level E Language	**Knowledge of Language and Vocabulary** **CCRS 2.L.3** Grade level: B (2nd-3rd) *Use knowledge of language and its conventions when writing, speaking, reading, or listening.*	Use context to select appropriate verbs	Choose the verb ("frighten") that establishes a logical contrast between the stated reaction of some people (they like insects) and the unstated opposite reaction of the speaker, completing a sentence with a contrasting conjunction ("but").	Reading At Your Own Pace 141, Words in Context: Unit 1	**12-E-L-23** Form 12 Level E Language **Skill:** Know various shades of meaning **Rx:** Reading At Your Own Pace 141, Words in Context: Unit 1
14-E-L-17	Form 14 Level E Language	**Knowledge of Language and Vocabulary** **CCRS 2.L.4.b** Grade level: B (2nd-3rd) *Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).*	Use prefixes to determine word meanings	Use knowledge of the prefix "re-" (meaning "again") to determine the meaning of the word "reconsider" as used in a sentence about reviewing a work schedule, selecting from four definitions.	Reading At Your Own Pace 121, Prefixes: Unit 1	**12-E-L-19** Form 12 Level E Language **Skill:** Use reference materials (VAU) **Rx:** Language 900, Dictionaries

ID	TABE Test / Level	Domain & Standard (CCRS)	Skill Description	Discrete Skill	Pace Prescription	Legacy 11/12 Item
14-E-L-18	Form 14 Level E Language	**Knowledge of Language and Vocabulary** **CCRS 2.L.4.a** Grade level: B (2nd-3rd) *Use sentence-level context as a clue to the meaning of a word or phrase.*	Determine the meaning of a common word based on context	Use the immediate sentence-level context — a physical description of waving — to determine the meaning of the unfamiliar verb "motioned," selecting from four definitions.	Reading At Your Own Pace 141, Words in Context: Unit 1	**12-E-L-23** Form 12 Level E Language **Skill:** Know various shades of meaning **Rx:** Reading At Your Own Pace 141, Words in Context: Unit 1
14-E-L-19	Form 14 Level E Language	**Knowledge of Language and Vocabulary** **CCRS 2.L.4.a** Grade level: B (2nd-3rd) *Use sentence-level context as a clue to the meaning of a word or phrase.*	Determine the meaning of a common word based on context	Determine the meaning of the word "batch" as used in a paragraph about baking and decorating cupcakes, using context clues ("bake a batch of cupcakes") to infer that it means a quantity or group produced at one time.	Reading At Your Own Pace 141, Words in Context: Unit 1	
14-E-L-20	Form 14 Level E Language	**Knowledge of Language and Vocabulary** **CCRS 2.L.4.c** Grade level: B (2nd-3rd) *Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).*	Use root words to determine the meaning of common words	Interpret the meaning of the compound word "worldwide" by combining the literal meanings of its two component parts ("world" + "wide"), selecting the definition that reflects universal or global reach.	Spelling 120, Beginner Compounds and Homophones	**12-E-L-19** Form 12 Level E Language **Skill:** Use reference materials (VAU) **Rx:** Language 900, Dictionaries
14-E-L-21	Form 14 Level E Language	**Knowledge of Language and Vocabulary** **CCRS 3.L.3.a** Grade level: B (2nd-3rd) *Choose words and phrases for effect.*	Use words and phrases to provide detail in a sentence or sentences	Evaluate four phrases that could complete a sentence about why a job applicant should be hired, and select the phrase that provides the most specific and professional detail ("is skilled at using computers") rather than vague or informal language.	English At Your Own Pace 115, Adjectives and Adverbs	
14-E-L-22	Form 14 Level E Language	**Knowledge of Language and Vocabulary** **CCRS 3.L.3.a** Grade level: B (2nd-3rd) *Choose words and phrases for effect.*	Use words and phrases in basic sentences for effect	Choose the most vivid and expressive word or phrase from a set of near-synonyms describing laughter (grinned / gave a smile / giggled / roared with laughter) to best convey the intensity of a character's reaction to a joke.	English At Your Own Pace 115, Adjectives and Adverbs	
14-E-L-23	Form 14 Level E Language	**Knowledge of Language and Vocabulary** **CCRS 3.L.3** Grade level: B (2nd-3rd) *Use knowledge of language and its conventions when writing, speaking, reading, or listening.*	Use words for effect in basic paragraphs	Choose the sentence that should be added to a short passage to explicitly convey a character's internal emotional state (pride) in response to receiving praise for her work, selecting from options that describe feelings versus facts about the situation.	Reading At Your Own Pace 200, Introduction to Character	**12-E-L-23** Form 12 Level E Language **Skill:** Know various shades of meaning **Rx:** Reading At Your Own Pace 141, Words in Context: Unit 1
14-E-L-24	Form 14 Level E Language	**Knowledge of Language and Vocabulary** **CCRS 3.L.6** Grade level: B (2nd-3rd) *Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.*	Use words and phrases to signal temporal relationships	Select the transitional word ("Finally") that correctly signals the endpoint of a deliberation process — the moment Delia makes her final decision after studying her two paintings — choosing from options that indicate immediacy, order, or time.	English At Your Own Pace 225, Sentence Sequence	**12-E-L-14** Form 12 Level E Language **Skill:** Use dictionaries and glossaries **Rx:** Language 900, Dictionaries

ID	TABE Test / Level	Domain & Standard (CCRS)	Skill Description	Discrete Skill	Pace Prescription	Legacy 11/12 Item
14-E-L-25	Form 14 Level E Language	**Knowledge of Language and Vocabulary** **CCRS 3.L.6** Grade level: B (2nd-3rd) *Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.*	Use words to signal a relationship between ideas	Identify the subordinating conjunction ("When") that correctly establishes the temporal relationship between two events in a narrative — the moment Sandy grabs a branch and the branch bending — choosing from conjunctions that signal different logical relationships (condition, time, contrast, duration).	English At Your Own Pace 225, Sentence Sequence English At Your Own Pace 205, Introduction to Sentence Combining	**11-E-L-29A** Form 11 Level E Language **Skill:** Use level-appropriate words **Rx:** English At Your Own Pace 225, Sentence Sequence
14-E-L-26	Form 14 Level E Language	**Text Types and Purposes** **CCRS 3.W.2.d** Grade level: B (2nd-3rd) *Provide a concluding statement or section.*	Add a conclusion to a basic narrative paragraph	Select the concluding sentence that logically resolves a first-person narrative about a lake outing cut short by rain, choosing a sentence that reflects the natural response to the weather event described in the paragraph.	English At Your Own Pace 220, Paragraph Development	**12-E-L-33B** Form 12 Level E Language **Skill:** Provide conclusion **Rx:** English At Your Own Pace 220, Paragraph Development
14-E-L-27	Form 14 Level E Language	**Text Types and Purposes** **CCRS 3.W.2.a** Grade level: B (2nd-3rd) *Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.*	Add an introduction to a basic informational paragraph about a common topic	Choose the introductory sentence that best introduces a biographical paragraph about Betty Robinson's Olympic achievements, selecting a broad, accurate summary statement over sentences that focus on unrelated or narrower aspects of her life.	English At Your Own Pace 215, Introduction to Paragraphs English At Your Own Pace 220, Paragraph Development	**12-E-L-27** Form 12 Level E Language **Skill:** Use facts and related details to support topic **Rx:** English At Your Own Pace 215, Introduction to Paragraphs + English At Your Own Pace 220, Paragraph Development
14-E-L-28	Form 14 Level E Language	**Text Types and Purposes** **CCRS 2.W.3** Grade level: B (2nd-3rd) *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.*	Add a conclusion to a basic narrative paragraph	Identify the concluding sentence that best closes a first-person narrative about fishing and patience, selecting the sentence that reflects a forward-looking resolution consistent with the advice to be patient given in the paragraph.	English At Your Own Pace 215, Introduction to Paragraphs English At Your Own Pace 220, Paragraph Development	**12-E-L-27** Form 12 Level E Language **Skill:** Use facts and related details to support topic **Rx:** English At Your Own Pace 215, Introduction to Paragraphs + English At Your Own Pace 220, Paragraph Development
14-E-L-29	Form 14 Level E Language	**Text Types and Purposes** **CCRS 3.W.1.b** Grade level: B (2nd-3rd) *Provide reasons that support the opinion.*	Identify evidence that supports a claim in a basic opinion paragraph	Select the sentence that best supports the opinion that cool room temperatures improve sleep quality by providing scientific or research-based evidence, distinguishing it from sentences that are off-topic, promotional, or only loosely related.	Reading At Your Own Pace 210, Fact and Opinion English At Your Own Pace 220, Paragraph Development	**12-E-L-27** Form 12 Level E Language **Skill:** Use facts and related details to support topic **Rx:** English At Your Own Pace 215, Introduction to Paragraphs + English At Your Own Pace 220, Paragraph Development
14-E-L-30	Form 14 Level E Language	**Text Types and Purposes** **CCRS 3.W.2.b** Grade level: B (2nd-3rd) *Develop the topic with facts, definitions, and details.*	Use facts, definitions, and details to develop points	Identify the specific factual detail that would best develop an informational paragraph about getting a driver's license, selecting the sentence that directly adds relevant information about legal driving requirements rather than tangential or general statements.	English At Your Own Pace 220, Paragraph Development	**11-E-L-07A** Form 11 Level E Language **Skill:** Introduce topic and group related information **Rx:** English At Your Own Pace 215, Introduction to Paragraphs + English At Your Own Pace 220, Paragraph Development
14-E-L-31	Form 14 Level E Language	**Text Types and Purposes** **CCRS 3.W.1.b** Grade level: B (2nd-3rd) *Provide reasons that support the opinion.*	Identify evidence that supports a claim in a basic opinion paragraph	Choose the reason that most directly and effectively supports the opinion that helping others is a good thing to do, selecting the response that states a clear personal benefit ("Helping other people makes you happy") over vague or indirect options.	Reading At Your Own Pace 210, Fact and Opinion English At Your Own Pace 220, Paragraph Development	**12-E-L-39A** Form 12 Level E Language **Skill:** Use facts and related details to support topic **Rx:** English At Your Own Pace 215, Introduction to Paragraphs + English At Your Own Pace 220, Paragraph Development

ID	TABE Test / Level	Domain & Standard (CCRS)	Skill Description	Discrete Skill	Pace Prescription	Legacy 11/12 Item
14-E-L-32	Form 14 Level E Language	**Text Types and Purposes** **CCRS 3.W.2.d** Grade level: B (2nd-3rd) *Provide a concluding statement or section.*	Add a conclusion to a basic informational paragraph	Select the concluding sentence that best ends an informational paragraph about sand formation by adding a specific time-related detail ("thousands of years") that reinforces the paragraph's point about the length of the process.	English At Your Own Pace 220, Paragraph Development	**12-E-L-33B** Form 12 Level E Language **Skill:** Provide conclusion **Rx:** English At Your Own Pace 220, Paragraph Development
14-E-L-33	Form 14 Level E Language	**Text Types and Purposes** **CCRS 3.W.2** Grade level: B (2nd-3rd) *Write informative/explanatory texts to examine a topic and convey ideas and information clearly.*	Differentiate between facts and opinion in an informational paragraph	Read an informational paragraph about Africa and identify which of four answer choices states a verifiable geographical fact (the Nile River's path through eleven countries), distinguishing it from opinions, personal reactions, and off-topic statements.	Reading At Your Own Pace 210, Fact and Opinion	**12-E-L-39A** Form 12 Level E Language **Skill:** Use facts and related details to support topic **Rx:** English At Your Own Pace 215, Introduction to Paragraphs + English At Your Own Pace 220, Paragraph Development

Level M · Language (66 items)

ID	TABE Test / Level	Domain & Standard (CCRS)	Skill Description	Discrete Skill	Pace Prescription	Legacy 11/12 Item
13-M-L-1	Form 13 Level M Language	**Conventions of Standard English** **CCRS 4.L.2.b** Grade level: C (4th-5th) *Use commas and quotation marks to mark direct speech and quotations from a text.*	Use commas with introductory prepositional phrases	Identify the correct placement of a comma after an introductory adverbial clause ("When cold rain began to pour") to separate it from the main independent clause that follows.	Language 630, Commas III English At Your Own Pace 312, Commas: Unit 2	**12-M-L-15** Form 12 Level M Language **Skill:** Use commas **Rx:** Language 630, Commas: Unit 3
13-M-L-2	Form 13 Level M Language	**Conventions of Standard English** **CCRS 4.L.2.c** Grade level: C (4th-5th) *Use a comma before a coordinating conjunction in a compound sentence.*	Use commas with single-word items in a series	Recognize the correct use of commas to separate items in a simple list of three or more nouns.	Language 610, Commas I	**12-M-L-9** Form 12 Level M Language **Skill:** Use commas **Rx:** Language 610, Commas: Unit 1
13-M-L-3	Form 13 Level M Language	**Conventions of Standard English** **CCRS 4.L.1.g** Grade level: C (4th-5th) *Correctly use frequently confused words (e.g., to, too, two; there, their).*	Use basic commonly confused words	Distinguish between common homophones (e.g., "know" vs. "no", "their" vs. "our", "to" vs. "too") to select the grammatically correct word for the sentence context.	Writing 200, Common Problem Words	**12-M-L-6** Form 12 Level M Language **Skill:** Correctly use confused words **Rx:** Writing 200, Common Problem Words
13-M-L-4	Form 13 Level M Language	**Conventions of Standard English** **CCRS 4.L.1.a** Grade level: C (4th-5th) *Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).*	Use relative pronouns within a sentence	Select the correct relative pronoun ("whose") to show possession in a complex sentence describing a person.	Language 110, Pronouns Language 220, Sentences: Combining	**12-M-L-1** Form 12 Level M Language **Skill:** Use pronouns correctly **Rx:** Language 110, Pronouns + Language 220, Sentences: Combining
13-M-L-5	Form 13 Level M Language	**Conventions of Standard English** **CCRS 4.L.1.f** Grade level: C (4th-5th) *Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.*	Maintain the correct verb tense for common words	Identify and correct an inconsistent verb tense shift within a paragraph (changing past tense "adjusted" to present tense "adjusts" to match the surrounding context).	Writing 160, Verb Tense Consistency Language 120, Verbs	**11-M-L-7** Form 11 Level M Language **Skill:** Use verbs correctly and correct verb tense **Rx:** Language 120, Verbs
13-M-L-6	Form 13 Level M Language	**Conventions of Standard English** **CCRS 4.L.2.d** Grade level: C (4th-5th) *Spell grade-appropriate words correctly, consulting references as needed.*	Use correct spelling with tier 1 words	Identify the misspelled word in a sentence by recognizing that "starred" (performed as a star) is the wrong word when the intended meaning is "stared" (looked intently); distinguish between two visually similar words with different spellings and meanings.	Spelling 160, Prefixes and Suffixes	
13-M-L-7	Form 13 Level M Language	**Conventions of Standard English** **CCRS 4.L.1.a** Grade level: C (4th-5th) *Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).*	Use relative pronouns within a sentence	Choose the correct relative pronoun ("who") to act as the subject of a relative clause referring to people.	Language 110, Pronouns Language 220, Sentences: Combining	**12-M-L-1** Form 12 Level M Language **Skill:** Use pronouns correctly **Rx:** Language 110, Pronouns + Language 220, Sentences: Combining
13-M-L-8	Form 13 Level M Language	**Conventions of Standard English** **CCRS 4.L.1** Grade level: C (4th-5th) *Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.*	Maintain the correct verb tense in more complex words	Select the verb phrase that correctly completes a sentence requiring the future perfect tense: "By the time the season ends, the team members will have played fifteen games," recognizing that a future action completed before another future event requires "will have played" rather than simple or past perfect forms.	Language 120, Verbs	**11-M-L-9** Form 11 Level M Language **Skill:** Use verbs correctly and correct verb tense **Rx:** Language 120, Verbs

ID	TABE Test / Level	Domain & Standard (CCRS)	Skill Description	Discrete Skill	Pace Prescription	Legacy 11/12 Item
13-M-L-9	Form 13 Level M Language	**Conventions of Standard English** **CCRS 4.L.1** Grade level: C (4th-5th) *Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.*	Explain the function of a conjunction	Select the coordinating conjunction ("and") that connects two nouns as the single subject in a sentence.	Language 150, Parts of Speech	**12-M-L-13** Form 12 Level M Language **Skill:** Use commas **Rx:** Language 210, Sentences: Fragments and Run-Ons + Writing 300, Combining Using Clauses and Conjunctions
13-M-L-10	Form 13 Level M Language	**Conventions of Standard English** **CCRS 4.L.1 5.L.1** Grade level: C (4th-5th) *Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.*	Maintain the correct verb tense for common words	Identify the verb in a short paragraph about Shelby playing basketball that is inconsistent with the surrounding past-tense narrative: "runs" in sentence 2 must be changed to "ran" to match the past-tense verbs (tied, dribbled, shot) used throughout the paragraph.	Writing 160, Verb Tense Consistency Language 120, Verbs	**11-M-L-7** Form 11 Level M Language **Skill:** Use verbs correctly and correct verb tense **Rx:** Language 120, Verbs
13-M-L-11	Form 13 Level M Language	**Conventions of Standard English** **CCRS 4.L.2.a** Grade level: C (4th-5th) *Use correct capitalization.*	Use correct capitalization	Identify the sentence that correctly capitalizes the complete title of an event.	Language 700, Capitalization	**11-M-L-11** Form 11 Level M Language **Skill:** Capitalize correctly **Rx:** Language 700, Capitalization
13-M-L-12	Form 13 Level M Language	**Knowledge of Language and Vocabulary** **CCRS 4.L.3.c** Grade level: C (4th-5th) *Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).*	Determine when to use formal and informal language	Select the most appropriate closing for a formal letter to a community organization, recognizing that the polite, professional register of the letter body (offering to help with a food drive) requires a formal sign-off ("Sincerely,") rather than an informal one.	Language 400, Letters	
13-M-L-13	Form 13 Level M Language	**Knowledge of Language and Vocabulary** **CCRS 4.L.3** Grade level: C (4th-5th) *Use knowledge of language and its conventions.*	Combine simple sentences using dependent clauses	Combine two short sentences that share the same predicate ("is an ingredient in chicken noodle soup") into a single sentence by joining their subjects with the coordinating conjunction "and": "Celery and carrots are ingredients in chicken noodle soup."	Language 220, Sentences: Combining	**12-M-L-8** Form 12 Level M Language **Skill:** Correctly use confused words **Rx:** Spelling 170, Intermediate Compounds and Homophones (Fr. 21-32)
13-M-L-14	Form 13 Level M Language	**Knowledge of Language and Vocabulary** **CCRS 5.L.5.c** Grade level: C (4th-5th) *Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.*	Select more complex tier 1 words with similar meanings	Identify the word in a short paragraph about the moon that has a similar meaning to the underlined word "surface" (used to mean "appear" or "come into view"), selecting "emerging" as the synonym based on context.	Reading 120, Synonyms, Antonyms, and Figures of Speech	
13-M-L-15	Form 13 Level M Language	**Knowledge of Language and Vocabulary** **CCRS 5.L.4.a** Grade level: C (4th-5th) *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.*	Determine the meaning of tier 2 words in context	Use context clues in a two-sentence passage to determine the meaning of the underlined Tier 2 word "consult": the second sentence ("She wanted to communicate her concerns and ask questions") establishes that consult means to seek information, not to give orders or create directions.	Reading At Your Own Pace 142, Words in Context: Unit 2	

ID	TABE Test / Level	Domain & Standard (CCRS)	Skill Description	Discrete Skill	Pace Prescription	Legacy 11/12 Item
13-M-L-16	Form 13 Level M Language	**Knowledge of Language and Vocabulary** **CCRS 4.L.3** Grade level: C (4th-5th) *Use knowledge of language and its conventions.*	Combine simple sentences using dependent clauses	Combine two simple sentences about Darcy and Edward into a single sentence using the subordinating conjunction "because" to show a causal relationship, selecting the revision that correctly positions the cause clause (great love) before the effect clause (decision to forgive).	Language 220, Sentences: Combining Writing 300, Combining Using Clauses and Conjunctions Writing 310, Combining Subjects and Predicates	**12-M-L-25** Form 12 Level M Language **Skill:** Use level-appropriate words **Rx:** Language 320, Transition Words and Phrases + Writing 320, Combining with Conjunctive Adverbs
13-M-L-17	Form 13 Level M Language	**Knowledge of Language and Vocabulary** **CCRS 5.L.4.b** Grade level: C (4th-5th) *Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, autograph, photograph, photosynthesis).*	Use root words to determine the meaning of less common words	Use a given Latin root “monstrum” (meaning "monster") to determine the meaning of an unfamiliar word in a sentence; associating ‘monster/monstrosity’ with ‘ugly’.	Reading 102, Prefixes: Unit 2	**12-M-L-22** Form 12 Level M Language **Skill:** Use reference materials (VAU) **Rx:** Reading 410, Dictionaries
13-M-L-18	Form 13 Level M Language	**Knowledge of Language and Vocabulary** **CCRS 4.L.3.a** Grade level: C (4th-5th) *Choose words and phrases to convey ideas precisely.*	Combine simple sentences using dependent clauses	Combine two simple sentences about Mr. Ramos (he needs help; a tree fell in a storm) into a single sentence using "because" to express the cause-effect relationship, selecting the revision that correctly and concisely joins the ideas without redundancy.	Language 220, Sentences: Combining Writing 300, Combining Using Clauses and Conjunctions Writing 310, Combining Subjects and Predicates	**12-M-L-15** Form 12 Level M Language **Skill:** Use commas **Rx:** Language 630, Commas: Unit 3
13-M-L-19	Form 13 Level M Language	**Knowledge of Language and Vocabulary** **CCRS 4.L.3.c** Grade level: C (4th-5th) *Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).*	Determine when to use formal and informal language	Identify the situation in which informal language is most likely appropriate by distinguishing contexts that call for formal communication (job interview, business email, office report) from a personal, casual context (a text message to a friend).	Writing 420, Diction	
13-M-L-20	Form 13 Level M Language	**Knowledge of Language and Vocabulary** **CCRS 4.L.3.c** Grade level: C (4th-5th) *Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).*	Use language appropriate to intended audience	Given an informal email paragraph to a family member about a new job at a dentist's office, select the additional sentence that best matches the informal, conversational tone of the existing text, distinguishing it from three formally worded alternatives.	Writing 420, Diction	
13-M-L-21	Form 13 Level M Language	**Knowledge of Language and Vocabulary** **CCRS 4.L.3.c** Grade level: C (4th-5th) *Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).*	Identify sentences that use informal language	Read a paragraph about the Bluebird Café and identify the one numbered sentence that uses informal language inappropriate to the otherwise formal descriptive context, recognizing that "Seriously, this place has some of the yummiest dishes" (Sentence 3) is too casual.	Writing 420, Diction	**11-M-L-24** Form 11 Level M Language **Skill:** Expand, combine, reduce sentences **Rx:** Writing 210, Wordiness and Redundancy + Writing 430, Active and Passive Voice

ID	TABE Test / Level	Domain & Standard (CCRS)	Skill Description	Discrete Skill	Pace Prescription	Legacy 11/12 Item
13-M-L-22	Form 13 Level M Language	**Knowledge of Language and Vocabulary** **CCRS 5.L.6** Grade level: C (4th-5th) *Acquire and use accurately level-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being, are basic to a particular topic, signal contrast, addition, and other logical relationships.*	Use words to signal a relationship between ideas	Select the transitional word ("Nonetheless") that signals a contrast between an associated benefit of a 'least favorite activity'.	Language 320, Transition Words and Phrases	
13-M-L-23	Form 13 Level M Language	**Knowledge of Language and Vocabulary** **CCRS 5.L.6** Grade level: C (4th-5th) *Acquire and use accurately level-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being, are basic to a particular topic, signal contrast, addition, and other logical relationships.*	Use words to signal a relationship between ideas	Select the linking phrase that best completes an informational paragraph about geoglyphs by introducing a specific example (the Atacama giant) that illustrates the general claim that geoglyphs are usually quite large, choosing "For example."	Language 320, Transition Words and Phrases	**11-M-L-18** Form 11 Level M Language **Skill:** Field Test Item **Rx:** Reading 125, Definitions and Explanations + Reading 130, Clue Words and Phrases in General Context
13-M-L-24	Form 13 Level M Language	**Knowledge of Language and Vocabulary** **CCRS 5.L.6** Grade level: C (4th-5th) *Acquire and use accurately level-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being, are basic to a particular topic, signal contrast, addition, and other logical relationships.*	Use words to signal a relationship between ideas	Select the transitional word or phrase that best connects two sentences in a paragraph about the benefits of word games: brain games increase brain activity, and as a direct result, memory is strengthened — choosing "As a result" to show the cause-effect relationship.	Language 320, Transition Words and Phrases	**12-M-L-8** Form 12 Level M Language **Skill:** Correctly use confused words **Rx:** Spelling 170, Intermediate Compounds and Homophones (Fr. 21-32)
13-M-L-25	Form 13 Level M Language	**Text Types and Purposes** **CCRS 4.W.2.a** Grade level: C (4th-5th) *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.*	Add an introduction or a conclusion to a moderately complex informational paragraph	Select the sentence that best introduces an informational paragraph about the benefits of coloring, identifying the option that states the paragraph's central idea (people are discovering the many benefits of coloring) without narrowing, misrepresenting, or shifting the focus of the paragraph.	Language 310, Arranging Paragraphs Writing 520, Composing Paragraphs	**12-M-L-30** Form 12 Level M Language **Skill:** Use facts and related details to support topic **Rx:** Reading 202, Reading Strategies: Unit 2 + Writing 240, Facts, Details, and Examples
13-M-L-26	Form 13 Level M Language	**Text Types and Purposes** **CCRS 4.W.2.a** Grade level: C (4th-5th) *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.*	Add an introduction or a conclusion to a moderately complex informational paragraph	Select the sentence that best introduces an informational paragraph about public libraries, identifying the option that captures the paragraph's central claim (libraries are an essential community service) and sets up the supporting details that follow.	Language 310, Arranging Paragraphs Writing 520, Composing Paragraphs	**11-M-L-30** Form 11 Level M Language **Skill:** Introduce topic and group related information **Rx:** Language 310, Arranging Paragraphs + Reading 221, Main Ideas and Supporting Details: Unit 1
13-M-L-27	Form 13 Level M Language	**Text Types and Purposes** **CCRS 4.W.2.e** Grade level: C (4th-5th) *Provide a concluding statement or section related to the information or explanation presented.*	Add a conclusion to a more complex informational paragraph	Select the sentence that best concludes an informational paragraph about the Groundhog Day tradition, choosing the option that wraps up the main idea by acknowledging the prediction's inaccuracy while affirming the tradition's enduring appeal.	Language 310, Arranging Paragraphs Writing 520, Composing Paragraphs	**12-M-L-30** Form 12 Level M Language **Skill:** Use facts and related details to support topic **Rx:** Reading 202, Reading Strategies: Unit 2 + Writing 240, Facts, Details, and Examples

ID	TABE Test / Level	Domain & Standard (CCRS)	Skill Description	Discrete Skill	Pace Prescription	Legacy 11/12 Item
13-M-L-28	Form 13 Level M Language	**Text Types and Purposes** **CCRS 5.W.1.c** Grade level: C (4th-5th) *Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).*	Use a transitional word in a moderately complex opinion paragraph	Select the transitional word that best connects the preceding context (parties and late nights on Super Bowl Sunday) to the result (people are tired on Monday morning) in an opinion paragraph arguing for a Super Bowl Monday holiday, choosing "Consequently" to signal cause and effect.	Language 320, Transition Words and Phrases	**12-M-L-40** Form 12 Level M Language **Skill:** Use correct transition words **Rx:** Language 320, Transition Words and Phrases
13-M-L-29	Form 13 Level M Language	**Text Types and Purposes** **CCRS 4.W.2.e** Grade level: C (4th-5th) *Provide a concluding statement or section related to the information or explanation presented.*	Add a conclusion to a more complex informational paragraph	Select the sentence that best concludes an informational paragraph about the benefits of backpacks, choosing the option that synthesizes the paragraph's main ideas (comfort, organization, versatility) into a broad, reinforcing closing statement.	Language 310, Arranging Paragraphs Writing 520, Composing Paragraphs	**11-M-L-36A** Form 11 Level M Language **Skill:** Provide conclusion **Rx:** Writing 530, Composing Essays + Reading 260, Writer's Purpose
13-M-L-30	Form 13 Level M Language	**Text Types and Purposes** **CCRS 4.W.2.c** Grade level: C (4th-5th) *Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).*	Use transitional words or phrases within a moderately complex paragraph	Determine the correct placement of an inserted transitional sentence ("Today, however, people are using other types of animal helpers in surprising ways") within a paragraph about service animals, recognizing that it must follow the historical context sentence (sentence 1) and precede the examples of other animals.	Language 300, Arranging Sentences Language 310, Arranging Paragraphs	**12-M-L-40** Form 12 Level M Language **Skill:** Use correct transition words **Rx:** Language 320, Transition Words and Phrases
13-M-L-31	Form 13 Level M Language	**Text Types and Purposes** **CCRS 4.W.2.b** Grade level: C (4th-5th) *Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.*	Add details to a moderately complex informational paragraph	Identify the detail that best supports the underlined claim that people worldwide have begun to rethink plastic straw use, selecting the answer choice (many restaurants have banned plastic straws or switched to paper) that provides direct, relevant evidence for that specific claim.	Reading 222, Main Ideas and Supporting Details: Unit 2	**12-M-L-30** Form 12 Level M Language **Skill:** Use facts and related details to support topic **Rx:** Reading 202, Reading Strategies: Unit 2 + Writing 240, Facts, Details, and Examples
13-M-L-32	Form 13 Level M Language	**Text Types and Purposes** **CCRS 4.W.2.b** Grade level: C (4th-5th) *Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.*	Add details to a moderately complex informational paragraph	Identify the sentence that best develops the topic of the underlined sentence (slime was created by a toy company in the 1970s) by adding a concrete detail — selecting the option that describes what slime is (a sticky, gooey mixture children can pull, stretch, or squish) to support and expand the introduction.	Reading 222, Main Ideas and Supporting Details: Unit 2	**12-M-L-30** Form 12 Level M Language **Skill:** Use facts and related details to support topic **Rx:** Reading 202, Reading Strategies: Unit 2 + Writing 240, Facts, Details, and Examples
13-M-L-33	Form 13 Level M Language	**Text Types and Purposes** **CCRS 5.W.1.b** Grade level: C (4th-5th) *Provide logically ordered reasons that are supported by facts and details.*	Revise supporting evidence in an opinion paragraph	Select the revision of the underlined sentence in a leash-law opinion paragraph that best develops the supporting idea, choosing the option that adds a specific, meaningful consequence of dogs chasing wildlife ("which scares animals and damages their habitats") rather than a vague or trivial one.	Reading 222, Main Ideas and Supporting Details: Unit 2	**12-M-L-38** Form 12 Level M Language **Skill:** Introduce topic and group related information **Rx:** Writing 240, Facts, Details, and Examples + Language 300, Arranging Sentences + Language 310, Arranging Paragraphs

ID	TABE Test / Level	Domain & Standard (CCRS)	Skill Description	Discrete Skill	Pace Prescription	Legacy 11/12 Item
14-M-L-1	Form 14 Level M Language	**Conventions of Standard English** **CCRS 4.L.1 5.L.1** Grade level: C (4th-5th) *Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.*	Combine simple sentences using a correlative conjunction	Use a correlative conjunction to revise an ambiguous negative sentence: select the "neither/nor" construction that correctly expresses that two named individuals (Janet and Kirby) are both unable to find the key, eliminating the ambiguity of the original "or" phrasing.	Language 150, Parts of Speech Writing 300, Combining Using Clauses and Conjunctions	**12-M-L-14** Form 12 Level M Language **Skill:** Capitalize correctly **Rx:** Language 700, Capitalization
14-M-L-2	Form 14 Level M Language	**Conventions of Standard English** **CCRS 4.L.2 5.L.2** Grade level: C (4th-5th) *Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.*	Use commas in compound sentences	Identify where a comma should be added to form a compound sentence: determine that a comma belongs after the word "day" — before the coordinating conjunction "but" — to correctly join two independent clauses about children's questions and parents' knowledge.	Language 610, Commas I	**12-M-L-13** Form 12 Level M Language **Skill:** Use commas **Rx:** Language 210, Sentences: Fragments and Run-Ons + Writing 300, Combining Using Clauses and Conjunctions
14-M-L-3	Form 14 Level M Language	**Conventions of Standard English** **CCRS 4.L.2 5.L.2** Grade level: C (4th-5th) *Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.*	Use commas with single-word items in a series	Recognize the correct use of commas to separate three or more items in a list: identify the sentence that correctly uses the serial comma to separate three grocery items (milk, bread, and butter) without inserting extra or misplaced commas.	Language 610, Commas I	**12-M-L-9** Form 12 Level M Language **Skill:** Use commas **Rx:** Language 610, Commas: Unit 1
14-M-L-4	Form 14 Level M Language	**Conventions of Standard English** **CCRS 4.L.2 5.L.2** Grade level: C (4th-5th) *Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.*	Use correct capitalization	Identify correct capitalization of a proper noun in context: select the sentence that correctly capitalizes a specific restaurant name (Tony's Pizza) while leaving common nouns (video games) in lowercase.	Language 700, Capitalization	**12-M-L-14** Form 12 Level M Language **Skill:** Capitalize correctly **Rx:** Language 700, Capitalization
14-M-L-5	Form 14 Level M Language	**Conventions of Standard English** **CCRS 4.L.1 5.L.1** Grade level: C (4th-5th) *Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.*	Maintain the correct verb tense in more complex words	Select the sentence that uses a future progressive verb phrase correctly: identify the sentence in which "will be celebrating" is paired with a future time reference, distinguishing correct usage from sentences that pair the future progressive with past-tense time markers.	Language 120, Verbs Writing 160, Verb Tense Consistency	**11-M-L-3** Form 11 Level M Language **Skill:** Know modal auxiliaries **Rx:** Writing 160, Verb Tense Consistency
14-M-L-6	Form 14 Level M Language	**Conventions of Standard English** **CCRS 4.L.2 5.L.2** Grade level: C (4th-5th) *Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.*	Use commas in compound sentences	Correctly identify comma placement before a coordinating conjunction in a compound sentence: select the sentence that places a comma before "but" to separate two independent clauses (living in the country / hoping to move to the city), rejecting options that place the comma after the conjunction or with a simple predicate.	Language 610, Commas I	**12-M-L-15** Form 12 Level M Language **Skill:** Use commas **Rx:** Language 630, Commas: Unit 3

ID	TABE Test / Level	Domain & Standard (CCRS)	Skill Description	Discrete Skill	Pace Prescription	Legacy 11/12 Item
14-M-L-7	Form 14 Level M Language	**Conventions of Standard English** **CCRS 4.L.2 5.L.2** Grade level: C (4th-5th) *Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.*	Use commas and quotation marks in dialogue	Identify the correct use of commas and quotation marks to punctuate a direct quotation within a narrative sentence: select the version of Oscar's dialogue sentence that correctly places a comma after the dialogue tag ("said"), opens and closes quotation marks around the full quoted statement, and ends with the exclamation point inside the closing quotation mark.	Language 650, Quotation Marks English At Your Own Pace 312, Commas: Unit 2	**11-M-L-12A** Form 11 Level M Language **Skill:** Use commas **Rx:** Language 610, Commas: Unit 1 (separate yes/no clause) + Language 620, Commas: Unit 2 (direct address) + Language 630, Commas: Unit 3 (end of sentence tag question)
14-M-L-8	Form 14 Level M Language	**Conventions of Standard English** **CCRS 4.L.1 5.L.1** Grade level: C (4th-5th) *Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.*	Maintain the correct verb tense in more complex words	Identify the verb that should be changed to correct a verb tense inconsistency in a past-tense paragraph: read a short narrative about Susan and Robert running, and select the answer that correctly changes the present-tense intruder ("shifts") to the past tense ("shifted") to match the established past-tense context.	Writing 160, Verb Tense Consistency	
14-M-L-9	Form 14 Level M Language	**Conventions of Standard English** **CCRS 4.L.1 5.L.1** Grade level: C (4th-5th) *Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.*	Use more complex commonly confused words	Distinguish between commonly confused homophones and near-homophones to identify the sentence that uses the underlined word correctly: evaluate four sentences using their/there/they're, site/sight, accept/except, and affect/effect, selecting the one sentence in which the underlined word is used correctly in context.	Writing 200, Common Problem Words	**12-M-L-6** Form 12 Level M Language **Skill:** Correctly use confused words **Rx:** Writing 200, Common Problem Words
14-M-L-10	Form 14 Level M Language	**Conventions of Standard English** **CCRS 4.L.1 5.L.1** Grade level: C (4th-5th) *Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.*	Use conventional adjective order in more complex sentences	Identify the sentence in which all adjectives appear in the correct conventional order: evaluate four sentences and select the one ("that fantastic new restaurant") in which opinion and age adjectives are correctly sequenced, distinguishing it from sentences with reversed or nonstandard adjective order.	Language 140, Adjectives and Adverbs	
14-M-L-11	Form 14 Level M Language	**Knowledge of Language and Vocabulary** **CCRS 5.L.4.c** Grade level: C (4th-5th) *Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of keywords and phrases.*	Use reference materials to determine the precise meaning of tier 2 words	Use a glossary to identify the correct domain-specific Tier 2 word that fits the context of a sentence: read a four-entry glossary and a sentence about a person who wants to learn more about how plants grow, then select the word ("agriculture") whose definition matches the context.	Language 900, Dictionaries	**12-M-L-22** Form 12 Level M Language **Skill:** Use reference materials (VAU) **Rx:** Reading 410, Dictionaries

ID	TABE Test / Level	Domain & Standard (CCRS)	Skill Description	Discrete Skill	Pace Prescription	Legacy 11/12 Item
14-M-L-12	Form 14 Level M Language	**Conventions of Standard English** **CCRS 4.L.2 5.L.2** Grade level: C (4th-5th) *Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.*	Use italics for book titles	Identify the written work that is incorrectly punctuated in a paragraph listing multiple assigned texts: recognize that the poem title "Birches" should be in quotation marks rather than underlined, distinguishing correct formatting of a novel title in italics, a short story title in quotation marks, and an essay title in quotation marks.	Language 670, Abbreviations and Titles	**12-M-L-16** Form 12 Level M Language **Skill:** Uncategorized **Rx:** Language 700, Capitalization + Reading 470, Research and Research Projects
14-M-L-13	Form 14 Level M Language	**Knowledge of Language and Vocabulary** **CCRS 4.L.3.a** Grade level: C (4th-5th) *Choose words and phrases to convey ideas precisely.*	Make word-level revisions to a simple sentence using a precise word	Select the most precise word to complete a sentence about a boss's behavior: read a sentence describing a boss who always offers to pay the bill at lunch, then choose the adjective ("generous") that most precisely captures that specific behavior, over broader or less exact alternatives (helpful, nice, fine).	Reading 120, Synonyms, Antonyms, and Figures of Speech	**11-M-L-21** Form 11 Level M Language **Skill:** Use level-appropriate words **Rx:** Language 140, Adjectives and Adverbs
14-M-L-14	Form 14 Level M Language	**Knowledge of Language and Vocabulary** **CCRS 4.L.3.a** Grade level: C (4th-5th) *Choose words and phrases to convey ideas precisely.*	Make word-level revisions to a simple sentence using a precise word	Use a thesaurus entry to replace a general adjective with a more precise word suited to the specific context: read a thesaurus entry for "small" and a sentence about a historic one-way street, then select the synonym ("narrow") that most precisely describes a street through which only one car can pass.	Language 900, Dictionaries	
14-M-L-15	Form 14 Level M Language	**Knowledge of Language and Vocabulary** **CCRS 4.L.3.b** Grade level: C (4th-5th) *Choose punctuation for effect.*	Choose punctuation for effect	Determine which sentence in a short paragraph about a skate park should be rewritten as an exclamation to convey excitement: read a four-sentence paragraph and identify the sentence (Sentence 1, introducing the park as a fun place to hang out) whose content is most suited to enthusiastic punctuation for rhetorical effect.	Language 600, End Marks	**12-M-L-10** Form 12 Level M Language **Skill:** Use commas **Rx:** Language 610, Commas: Unit 1
14-M-L-16	Form 14 Level M Language	**Knowledge of Language and Vocabulary** **CCRS 4.L.4.c 5.L.4.c** Grade level: C (4th-5th) *Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of keywords and phrases.*	Use reference materials to choose the most precise word from similar-meaning words	Use a thesaurus entry to identify the specific meaning of a verb as used in context: read a sentence about Mary urging her friends to try rock climbing, then consult a four-entry thesaurus for "urge" and select the entry (Entry 3, "Encourage") that most closely matches how the word is used — distinguishing it from "Ask," "Advise," and "Force."	Language 900, Dictionaries	**11-M-L-3** Form 11 Level M Language **Skill:** Know modal auxiliaries **Rx:** Writing 160, Verb Tense Consistency

ID	TABE Test / Level	Domain & Standard (CCRS)	Skill Description	Discrete Skill	Pace Prescription	Legacy 11/12 Item
14-M-L-17	Form 14 Level M Language	**Knowledge of Language and Vocabulary** **CCRS 4.L.4.c** Grade level: C (4th-5th) *Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of keywords and phrases.*	Use reference materials to determine the precise meaning of tier 1 words	Apply a dictionary entry to identify which definition of a polysemous word matches its use in a specific sentence: read a four-definition dictionary entry for "tip" and a sentence about a newspaper article offering gardening advice, then select the definition (Definition 2, "Advice") that matches the word's meaning in context.	Language 900, Dictionaries	**12-M-L-22** Form 12 Level M Language **Skill:** Use reference materials (VAU) **Rx:** Reading 410, Dictionaries
14-M-L-18	Form 14 Level M Language	**Knowledge of Language and Vocabulary** **CCRS 4.L.3.a** Grade level: C (4th-5th) *Choose words and phrases to convey ideas precisely.*	Make word-level revisions to a complex sentence using a precise word	Select the most precise and contextually appropriate replacement for an overused word in a complex sentence: read a sentence contrasting the experience of wearing a hat in cold weather with its necessity, then choose the word ("convenient") that most precisely replaces "fun" by capturing the functional utility of the action rather than its enjoyment.	Reading 120, Synonyms, Antonyms, and Figures of Speech	
14-M-L-19	Form 14 Level M Language	**Knowledge of Language and Vocabulary** **CCRS 5.L.4.a** Grade level: C (4th-5th) *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.*	Determine the meaning of tier 2 words in context	Use context clues within a short passage to determine the meaning of the Tier 2 word "adjacent": read three sentences establishing that Jon's and Kathy's apartment doors are on the same floor and right next to each other, then identify the correct meaning ("placed near each other") of the word "adjacent" as used in the final sentence.	Reading At Your Own Pace 142, Words in Context: Unit 2	
14-M-L-20	Form 14 Level M Language	**Knowledge of Language and Vocabulary** **CCRS 4.L.4.b 5.L.4.b** Grade level: C (4th-5th) *Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, autograph, photograph, photosynthesis).*	Use root words to determine the meaning of less common words	Identify the word in a pair of sentences that contains a Latin root or affix meaning "easily carried or moved": read two sentences about a portable crib and evaluate four answer choices (portable, lightweight, compact, convenient) to select the word whose word parts carry that specific meaning.	Reading 111, Suffixes: Unit 1	
14-M-L-21	Form 14 Level M Language	**Knowledge of Language and Vocabulary** **CCRS 4.L.4.c** Grade level: C (4th-5th) *Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of keywords and phrases.*	Use reference materials to determine the precise meaning of tier 1 words	Apply a dictionary definition to identify which meaning of a polysemous word matches its use in a specific sentence: read a four-definition dictionary entry for "compact" and a sentence about a garage that is small but allows for storing many tools, then select the definition (Definition 3, "Arranged within a relatively small space") that matches the word's meaning in context.	Language 900, Dictionaries	

ID	TABE Test / Level	Domain & Standard (CCRS)	Skill Description	Discrete Skill	Pace Prescription	Legacy 11/12 Item
14-M-L-22	Form 14 Level M Language	**Conventions of Standard English** **CCRS 4.L.1 5.L.1** Grade level: C (4th-5th) *Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.*	Make a sentence-level revision in a complex sentence to use precise language	Select the sentence that most precisely and concisely restates a wordy original sentence: read a sentence about shade trees cooling big cities and evaluate four restatements, selecting the version ("Shade trees help big cities because they can cool them up to 10 degrees Fahrenheit") that eliminates wordiness and awkward phrasing while preserving the full meaning.	Writing 210, Wordiness and Redundancy	**12-M-L-13** Form 12 Level M Language **Skill:** Use commas **Rx:** Language 210, Sentences: Fragments and Run-Ons + Writing 300, Combining Using Clauses and Conjunctions
14-M-L-23	Form 14 Level M Language	**Knowledge of Language and Vocabulary** **CCRS 4.W.2.c** Grade level: C (4th-5th) *Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).*	Use transitional words to combine or connect sentences in an informational paragraph	Select the transitional phrase that correctly signals a cause-and-effect relationship between two ideas in an informational passage: read sentences about scientists reclassifying Pluto in 2006 and choose the phrase ("As a result") that logically connects the discovery to the outcome, distinguishing it from contrast, addition, and emphasis transitions.	Language 320, Transition Words and Phrases	**11-M-L-29** Form 11 Level M Language **Skill:** Use correct transition words **Rx:** Language 320, Transition Words and Phrases
14-M-L-24	Form 14 Level M Language	**Text Types and Purposes** **CCRS 5.W.1.d** Grade level: C (4th-5th) *Provide a concluding statement or section related to the opinion presented.*	Add a conclusion to a moderately complex opinion paragraph about a lesser-known topic	Identify the best concluding sentence for a short opinion paragraph arguing that animals belong in their natural habitats: select the sentence that restates and reinforces the paragraph's central claim (wild animals should remain in their natural habitats) without introducing irrelevant new ideas such as zoo reform.	Writing 520, Composing Paragraphs	**12-M-L-33** Form 12 Level M Language **Skill:** Introduce topic and group related information **Rx:** Writing 240, Facts, Details, and Examples + Reading 221, Main Ideas and Supporting Details: Unit 1 + Writing 520, Composing Paragraphs
14-M-L-25	Form 14 Level M Language	**Text Types and Purposes** **CCRS 5.W.1** Grade level: C (4th-5th) *Write opinion pieces on topics or texts, supporting a point of view with reasons and information.*	Add an introduction or a conclusion to a moderately complex opinion paragraph	Identify the best concluding sentence for an instructional opinion paragraph about becoming a great home chef: select the sentence that provides an encouraging final summary of the process described (developing skills leads to success), rather than introducing unrelated details about restaurant hiring, professional training, or kitchen cleanup.	Writing 520, Composing Paragraphs	**12-M-L-36** Form 12 Level M Language **Skill:** Use facts and related details to support topic **Rx:** Reading 202, Reading Strategies: Unit 2 + Writing 240, Facts, Details, and Examples + Writing 520, Composing Paragraphs
14-M-L-26	Form 14 Level M Language	**Text Types and Purposes** **CCRS 4.W.2** Grade level: C (4th-5th) *Write informative/explanatory texts to examine a topic and convey ideas and information clearly.*	Add an introduction or a conclusion to a moderately complex informational paragraph	Identify the best introductory sentence for an informational paragraph about sunscreen: read a paragraph about the sun's harmful effects and sunscreen's protective benefits, then select the sentence ("When spending time outdoors, people should wear sunscreen to protect their skin") that clearly establishes the specific topic and sets up the body of the paragraph.	Writing 520, Composing Paragraphs	**12-M-L-36** Form 12 Level M Language **Skill:** Use facts and related details to support topic **Rx:** Reading 202, Reading Strategies: Unit 2 + Writing 240, Facts, Details, and Examples + Writing 520, Composing Paragraphs

ID	TABE Test / Level	Domain & Standard (CCRS)	Skill Description	Discrete Skill	Pace Prescription	Legacy 11/12 Item
14-M-L-27	Form 14 Level M Language	**Text Types and Purposes** **CCRS 5.W.1.b** Grade level: C (4th-5th) *Provide logically ordered reasons that are supported by facts and details.*	Add supporting evidence to a moderately complex opinion paragraph	Identify the additional detail that best supports the writer's persuasive argument in an opinion paragraph about converting a mall into a hockey rink: select the detail (revenue from ticket and merchandise sales) that directly strengthens the economic and practical case being made, as opposed to alternatives that offer competing ideas, historical parallels, or aesthetic judgments.	Reading 222, Main Ideas and Supporting Details: Unit 2	**12-M-L-30** Form 12 Level M Language **Skill:** Use facts and related details to support topic **Rx:** Reading 202, Reading Strategies: Unit 2 + Writing 240, Facts, Details, and Examples
14-M-L-28	Form 14 Level M Language	**Text Types and Purposes** **CCRS 5.W.1** Grade level: C (4th-5th) *Write opinion pieces on topics or texts, supporting a point of view with reasons and information.*	Add an introduction or a conclusion to a moderately complex opinion paragraph	Identify the best concluding sentence for an opinion paragraph about the convenience of online shopping: select the sentence that summarizes the paragraph's main argument (online shopping is the most convenient way to purchase items) and provides a satisfying close, rather than introducing new scope, procedural details, or unrelated comparisons.	Writing 520, Composing Paragraphs	**12-M-L-36** Form 12 Level M Language **Skill:** Use facts and related details to support topic **Rx:** Reading 202, Reading Strategies: Unit 2 + Writing 240, Facts, Details, and Examples + Writing 520, Composing Paragraphs
14-M-L-29	Form 14 Level M Language	**Text Types and Purposes** **CCRS 5.W.1.a** Grade level: C (4th-5th) *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.*	Revise an introduction of a moderately complex opinion paragraph	Identify the best revision of a weak introductory sentence for a persuasion-focused paragraph about hiccup prevention: read a paragraph that argues prevention is better than attempting cures, then select the revised opening sentence ("It is better to prevent hiccups than try to cure them") that most accurately reflects the paragraph's shift from cures to prevention as its central argument.	Language 310, Arranging Paragraphs Writing 520, Composing Paragraphs	**11-M-L-30** Form 11 Level M Language **Skill:** Introduce topic and group related information **Rx:** Language 310, Arranging Paragraphs + Reading 221, Main Ideas and Supporting Details: Unit 1
14-M-L-30	Form 14 Level M Language	**Text Types and Purposes** **CCRS 4.W.2** Grade level: C (4th-5th) *Write informative/explanatory texts to examine a topic and convey ideas and information clearly.*	Add an introduction or a conclusion to a moderately complex informational paragraph	Identify the best concluding sentence for an informational paragraph about emojis as a growing form of communication: select the sentence ("Maybe people will communicate only with emojis in the future") that offers a logical forward-looking projection consistent with the paragraph's claim that emojis are the fastest-growing language, rather than sentences that introduce uncertainty about origins, recent changes, or criticism.	Writing 520, Composing Paragraphs Language 310, Arranging Paragraphs	**12-M-L-37** Form 12 Level M Language **Skill:** Provide conclusion **Rx:** Writing 520, Composing Paragraphs + Reading 221, Main Ideas and Supporting Details: Unit 1 + Language 310, Arranging Paragraphs

ID	TABE Test / Level	Domain & Standard (CCRS)	Skill Description	Discrete Skill	Pace Prescription	Legacy 11/12 Item
14-M-L-31	Form 14 Level M Language	**Text Types and Purposes** **CCRS 5.W.1.b** Grade level: C (4th-5th) *Provide logically ordered reasons that are supported by facts and details.*	Add supporting evidence to a moderately complex opinion paragraph	Identify the additional detail that best supports the claim that success requires persistence: read a paragraph featuring examples of James Dyson and Henry Ford overcoming failure, then select the detail about a famous figure (Fred Astaire, who was told he could not act or sing but became a legend) that fits the established pattern of success through persistence.	Reading 222, Main Ideas and Supporting Details: Unit 2	**12-M-L-30** Form 12 Level M Language **Skill:** Use facts and related details to support topic **Rx:** Reading 202, Reading Strategies: Unit 2 + Writing 240, Facts, Details, and Examples
14-M-L-32	Form 14 Level M Language	**Text Types and Purposes** **CCRS 4.W.2.c** Grade level: C (4th-5th) *Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).*	Use transitional words or phrases within a moderately complex paragraph	Determine the correct placement of an additional sentence within a numbered opinion paragraph: read a six-sentence paragraph arguing that coffee shops are a waste of time and money, then decide where to insert the sentence "In addition, coffee shops always seem to be crowded" based on its transitional signal ("In addition") and its subject matter — placing it after sentence 4 to introduce the time-wasting argument that follows in sentence 5.	Language 310, Arranging Paragraphs Language 320, Transition Words and Phrases	**12-M-L-38** Form 12 Level M Language **Skill:** Introduce topic and group related information **Rx:** Writing 240, Facts, Details, and Examples + Language 300, Arranging Sentences + Language 310, Arranging Paragraphs
14-M-L-33	Form 14 Level M Language	**Text Types and Purposes** **CCRS 5.W.1.b** Grade level: C (4th-5th) *Provide logically ordered reasons that are supported by facts and details.*	Add supporting evidence to a moderately complex opinion paragraph	Identify the additional detail that best supports the claim that podcast listening is a continuing and growing trend: read a paragraph about podcasts' popularity and select the specific statistical or research-based detail (a study showing more than 6 million Americans listen to podcasts every week) that most directly supports the underlined sentence about podcasts being a trend likely to continue.	Reading 222, Main Ideas and Supporting Details: Unit 2	**12-M-L-30** Form 12 Level M Language **Skill:** Use facts and related details to support topic **Rx:** Reading 202, Reading Strategies: Unit 2 + Writing 240, Facts, Details, and Examples

Level D · Language (66 items)

ID	TABE Test / Level	Domain & Standard (CCRS)	Skill Description	Discrete Skill	Pace Prescription	Legacy 11/12 Item
13-D-L-1	Form 13 Level D Language	**Conventions of Standard English** **CCRS 6.L.1** Grade level: D (6th-8th) *Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.*	Use intensive pronouns correctly	Select the correct third-person reflexive pronoun ("themselves") to complete a sentence in which cats act upon themselves — distinguishing the correct reflexive form from non-standard variants ("itselves," "theirselves") and the singular form ("itself").	Writing 140, Pronoun Reference and Agreement	**12-D-L-35** Form 12 Level D Language **Skill:** Use pronouns correctly **Rx:** Language 110, Pronouns
13-D-L-2	Form 13 Level D Language	**Conventions of Standard English** **CCRS 6.L.2 7.L.2 8.L.2** Grade level: D (6th-8th) *Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.*	Use and punctuate coordinate adjectives correctly	Identify which of four sentences is correctly punctuated by placing a comma between coordinate adjectives (adjectives that independently and equally modify the same noun), and recognizing that non-coordinate adjective pairs do not take a comma.	Language 610, Commas I	**12-D-L-06a** Form 12 Level D Language **Skill:** Use commas **Rx:** Language 610, Commas: Unit 1
13-D-L-3	Form 13 Level D Language	**Conventions of Standard English** **CCRS 6.L.1 7.L.1 8.L.1** Grade level: D (6th-8th) *Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.*	Use subject and object pronouns correctly	Distinguish between subjective and objective case pronouns in a compound subject or object (e.g., "Jessica and I" vs "Me and my dad").	Writing 140, Pronoun Reference and Agreement Writing 310, Combining Subjects and Predicates	**12-D-L-1** Form 12 Level D Language **Skill:** Use pronouns correctly **Rx:** Language 110, Pronouns + Writing 140, Pronoun Reference and Agreement
13-D-L-4	Form 13 Level D Language	**Conventions of Standard English** **CCRS 6.L.1 7.L.1 8.L.1** Grade level: D (6th-8th) *Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.*	Revise compound sentences to improve clarity	Select the most concise and grammatically correct revision that combines three related sentences about a manager's pre-shift announcement into a single clear sentence, eliminating redundancy while preserving all key information.	Language 230, Sentence Revising	**12-D-L-39** Form 12 Level D Language **Skill:** Vary sentence patterns for interest/style **Rx:** Language 230, Sentence Revising + Writing 330, Combining Techniques
13-D-L-5	Form 13 Level D Language	**Conventions of Standard English** **CCRS 6.L.1 7.L.1 8.L.1** Grade level: D (6th-8th) *Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.*	Use verbals as a subject	Identify which of four sentences uses a verbal as the grammatical subject — specifically recognizing a gerund ("Dancing") functioning as the subject of a sentence, as distinct from sentences where the verbal functions as an object or complement.	Language 230, Sentence Revising Writing 180, Split Infinitives	**12-D-L-9** Form 12 Level D Language **Skill:** Use commas **Rx:** Language 220, Sentences: Combining
13-D-L-6	Form 13 Level D Language	**Conventions of Standard English** **CCRS 6.L.2 7.L.2 8.L.2** Grade level: D (6th-8th) *Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.*	Use commas to set off nonrestrictive elements	Choose the correctly punctuated version of a sentence containing two nonrestrictive relative clauses ("who is a business owner" and "who is a mechanic") embedded in a compound subject, requiring commas to set off each clause from the surrounding sentence.	Language 630, Commas III Writing 310, Combining Subjects and Predicates	**12-D-L-9** Form 12 Level D Language **Skill:** Use commas **Rx:** Language 220, Sentences: Combining
13-D-L-7	Form 13 Level D Language	**Conventions of Standard English** **CCRS 6.L.1 7.L.1 8.L.1** Grade level: D (6th-8th) *Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.*	Revise compound sentences to improve clarity	Select the best revision of a sentence that contains a dangling participial phrase ("After lifting weights and running five miles on the treadmill") — identifying the version that correctly attaches the phrase to the logical subject ("I") rather than leaving it modifying the wrong noun ("the hot sauna").	Writing 150, Correctly Placed Modifiers Language 230, Sentence Revising	**12-D-L-9** Form 12 Level D Language **Skill:** Use commas **Rx:** Language 220, Sentences: Combining

ID	TABE Test / Level	Domain & Standard (CCRS)	Skill Description	Discrete Skill	Pace Prescription	Legacy 11/12 Item
13-D-L-8	Form 13 Level D Language	**Knowledge of Language and Vocabulary** **CCRS 6.L.4** Grade level: D (6th-8th) *Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.*	Determine the meaning of a multiple-meaning word	Use the provided dictionary definitions to select which meaning of the multiple-meaning word "channel" fits the sentence context.	Reading 410, Dictionaries	**12-D-L-2** Form 12 Level D Language **Skill:** Vary sentence patterns for interest/style **Rx:** Language 230, Sentence Revising + Reading 130, Words in Context
13-D-L-9	Form 13 Level D Language	**Conventions of Standard English** **CCRS 6.L.2 7.L.2 8.L.2** Grade level: D (6th-8th) *Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.*	Explain the function of an ellipsis	Explain what an ellipsis ("...") represents in a quoted sentence from a user's manual, distinguishing between omitted text and other possible functions (pause, connection, added information).	Writing 170, Colons, Dashes, Parentheses, and Brackets	**12-D-L-8** Form 12 Level D Language **Skill:** Use level-appropriate words **Rx:** Spelling System
13-D-L-10	Form 13 Level D Language	**Knowledge of Language and Vocabulary** **CCRS 6.L.4.b** Grade level: D (6th-8th) *Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).*	Use root words to determine the meaning of more complex words	Use the Latin root "cred" (believe/trust) to determine that "credible" means believable in the sentence context.	Reading 125, Definitions and Explanations	**12-D-L-2** Form 12 Level D Language **Skill:** Vary sentence patterns for interest/style **Rx:** Language 230, Sentence Revising + Reading 130, Words in Context
13-D-L-11	Form 13 Level D Language	**Knowledge of Language and Vocabulary** **CCRS 6.L.4.a** Grade level: D (6th-8th) *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.*	Determine the meaning of high-level words in context	Use surrounding sentence context (an author delivering a book and research notes to a publishing company) to determine the meaning of "submitted" — selecting the correct definition (gave over to a higher authority for consideration) from four plausible options.	Reading 130, Clue Words and Phrases in General Context	**12-D-L-2** Form 12 Level D Language **Skill:** Vary sentence patterns for interest/style **Rx:** Language 230, Sentence Revising + Reading 130, Words in Context
13-D-L-12	Form 13 Level D Language	**Knowledge of Language and Vocabulary** **CCRS 6.L.3.b** Grade level: D (6th-8th) *Maintain consistency in style and tone.*	Revise a paragraph to maintain style	Choose the sentence that best continues the formal, polite, professional tone and style of a business complaint letter (avoiding anger or threats).	Writing 420, Diction	**11-D-L-25** Form 11 Level D Language **Skill:** Maintain consistency in tone/style **Rx:** Language 400, Letters + Writing 420, Diction
13-D-L-13	Form 13 Level D Language	**Knowledge of Language and Vocabulary** **CCRS 6.L.4.b** Grade level: D (6th-8th) *Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).*	Determine the meaning of a multiple-meaning word	Use two underlined words containing the Greek root "phono" (microphone, telephone) to identify that the root means "sound".	Reading 130, Clue Words and Phrases in General Context	**11-D-L-17** Form 11 Level D Language **Skill:** Field Test Item **Rx:** Reading 125, Definitions and Explanations + Reading 130, Clue Words and Phrases in General Context
13-D-L-14	Form 13 Level D Language	**Knowledge of Language and Vocabulary** **CCRS 6.L.4.a** Grade level: D (6th-8th) *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.*	Determine the meaning of a multiple-meaning word	Use dictionary definitions to identify the correct part of speech for each multiple-meaning word (produce = verb "make or cause"; ache = noun "a pain") as used in the sentence context.	Reading 410, Dictionaries	**12-D-L-29** Form 12 Level D Language **Skill:** Use reference materials (VAU) **Rx:** Language 900, Dictionaries + Reading 410, Dictionaries + Language 150, Parts of Speech
13-D-L-15	Form 13 Level D Language	**Knowledge of Language and Vocabulary** **CCRS 6.L.4.a** Grade level: D (6th-8th) *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.*	Determine the meaning of high-level words and use the words within context	Analyze surrounding sentences (finishing book chapters, checking for errors, format for publisher) to determine that manuscript most likely means "an original document of a writer's work".	Reading 130, Clue Words and Phrases in General Context	**12-D-L-39** Form 12 Level D Language **Skill:** Vary sentence patterns for interest/style **Rx:** Language 230, Sentence Revising + Writing 330, Combining Techniques

ID	TABE Test / Level	Domain & Standard (CCRS)	Skill Description	Discrete Skill	Pace Prescription	Legacy 11/12 Item
13-D-L-16	Form 13 Level D Language	**Knowledge of Language and Vocabulary** **CCRS 6.L.4.a** Grade level: D (6th-8th) *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.*	Determine the meaning of high-level words and use the words within context	Use the given definition of current (noun = "a body of water moving in a definite direction") to select the sentence that uses the word with that exact meaning.	Reading 125, Definitions and Explanations Reading 130, Clue Words and Phrases in General Context	**12-D-L-2** Form 12 Level D Language **Skill:** Vary sentence patterns for interest/style **Rx:** Language 230, Sentence Revising + Reading 130, Words in Context
13-D-L-17	Form 13 Level D Language	**Knowledge of Language and Vocabulary** **CCRS 7.L.3.a** Grade level: D (6th-8th) *Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.*	Make a word-level revision to a sentence to use precise language	Identify which sentence already uses the most precise, concise, and non-redundant language (eliminating wordiness such as "a person who studies" or "over the years").	Writing 210, Wordiness and Redundancy Writing 230, Concrete and Specific Language	**12-D-L-28** Form 12 Level D Language **Skill:** Use pronouns correctly **Rx:** Language 110, Pronouns + Writing 140, Pronoun Reference and Agreement
13-D-L-18	Form 13 Level D Language	**Conventions of Standard English** **CCRS 6.L.2 7.L.2 8.L.2** Grade level: D (6th-8th) *Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.*	Use commas to set off more complex nonrestrictive clauses	Choose the sentence that correctly uses commas to set off a long nonrestrictive relative clause ("who has been working at my school for 20 years") and a semicolon to separate two independent clauses.	Language 630, Commas III Writing 170, Colons, Dashes, Parentheses, and Brackets English At Your Own Pace 312, Commas: Unit 2	**12-D-L-9** Form 12 Level D Language **Skill:** Use commas **Rx:** Language 220, Sentences: Combining
13-D-L-19	Form 13 Level D Language	**Knowledge of Language and Vocabulary** **CCRS 7.L.3.a** Grade level: D (6th-8th) *Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.*	Make a word-level revision to a sentence to use precise language	Replace the vague word "stuff" with the most precise, technical term ("tread pattern") that accurately describes what determines traction on athletic shoe soles.	Writing 230, Concrete and Specific Language Writing 420, Diction	**12-D-L-34** Form 12 Level D Language **Skill:** Eliminate redundancy and wordiness **Rx:** Writing 230, Concrete and Specific Language + Writing 420, Diction
13-D-L-20	Form 13 Level D Language	**Knowledge of Language and Vocabulary** **CCRS 7.L.3.a** Grade level: D (6th-8th) *Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.*	Make a word-level revision to a sentence to use precise language	Replace the vague phrase "little things poking out" with the most precise scientific term ("short antennae coming") that correctly describes the mayfly's head structures.	Writing 230, Concrete and Specific Language Writing 420, Diction	**12-D-L-2** Form 12 Level D Language **Skill:** Vary sentence patterns for interest/style **Rx:** Language 230, Sentence Revising + Reading 130, Words in Context
13-D-L-21	Form 13 Level D Language	**Text Types and Purposes** **CCRS 7.W.2.f 6-8.WHST.2.f** Grade level: D (6th-8th) *Provide a concluding statement or section related to the information or explanation presented.*	Add a conclusion to a complex informational paragraph about a complex topic	Select the sentence that provides the strongest, most logical concluding statement that summarizes the main idea (variety of salsa flavors) without introducing unrelated details.	Writing 240, Facts, Details, and Examples Writing 530, Composing Essays	**11-D-L-13** Form 11 Level D Language **Skill:** Use facts and related details to support topic **Rx:** Reading 222, Main Ideas and Supporting Details: Unit 2 + Writing 240, Facts, Details, and Examples
13-D-L-22	Form 13 Level D Language	**Text Types and Purposes** **CCRS 7.W.1.e** Grade level: D (6th-8th) *Provide a concluding statement or section that follows from and supports the argument presented.*	Add a conclusion to a complex argumentative paragraph about a common topic	Select the sentence that provides the strongest, most logical conclusion that reinforces the paragraph's main idea (health benefits of coffee) without introducing unrelated or contradictory information.	Writing 240, Facts, Details, and Examples Writing 530, Composing Essays	**12-D-L-5** Form 12 Level D Language **Skill:** Maintain consistency in tone/style **Rx:** Reading 620, Author's Style + Language 230, Sentence Revising + Writing 420, Diction
13-D-L-23	Form 13 Level D Language	**Text Types and Purposes** **CCRS 6.W.4 7.W.4 8.W.4 WHST.6-8.4** Grade level: D (6th-8th) *Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.*	Use transitional words or phrases within a moderately complex paragraph	Choose the transitional word that best shows the logical cause-and-effect relationship between the problem (overgrown bushes blocking the path) and the result (fewer people using the center).	Writing 320, Combining with Conjunctive Adverbs	**11-D-L-1** Form 11 Level D Language **Skill:** Use correct transition words **Rx:** Language 320, Transition Words and Phrases

ID	TABE Test / Level	Domain & Standard (CCRS)	Skill Description	Discrete Skill	Pace Prescription	Legacy 11/12 Item
13-D-L-24	Form 13 Level D Language	**Text Types and Purposes** **CCRS 7.W.1.a** Grade level: D (6th-8th) *Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.*	Introduce a specific claim in a short argumentative paragraph	From a set of supporting notes, select the single claim that best captures the overall main idea and purpose of the essay (students can take practical actions to prevent backpack-related problems).	Reading 223, Main Ideas and Supporting Details: Unit 3 Writing 530, Composing Essays	**11-D-L-18A** Form 11 Level D Language **Skill:** Provide conclusion **Rx:** Language 310, Arranging Paragraphs + Reading 223, Main Ideas and Supporting Details: Unit 3 + Writing 520, Composing Paragraphs + Reading 260, Writer's Purpose + Reading 620, Author's Style
13-D-L-25	Form 13 Level D Language	**Text Types and Purposes** **CCRS 7.W.2.a 6-8.WHST.2.a** Grade level: D (6th-8th) *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.*	Add an introduction to a short but complex informational paragraph	Choose the sentence that provides the most effective, focused introduction that sets up the paragraph's topic (how license plate sequences are assigned) and prepares the reader for the explanatory details that follow.	Writing 530, Composing Essays	**12-D-L-32** Form 12 Level D Language **Skill:** Introduce topic and group related information **Rx:** Language 230, Sentence Revising + Reading 221, Main Ideas and Supporting Details: Unit 1 + Writing 520, Composing Paragraphs
13-D-L-26	Form 13 Level D Language	**Text Types and Purposes** **CCRS 7.W.2.b 6-8.WHST.2.b** Grade level: D (6th-8th) *Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.*	Add supporting details to a short complex informational paragraph	From a paragraph about laryngitis and its causes, identify which of four attributed quotations (from a specialist, a patient, a medical journal, and a history book) adds the most relevant supporting information — distinguishing topically relevant expert evidence from tangential or merely related detail.	Writing 240, Facts, Details, and Examples	**12-D-L-26** Form 12 Level D Language **Skill:** Use facts and related details to support topic **Rx:** Reading 260, Writer's Purpose + Writing 240, Facts, Details, and Examples
13-D-L-27	Form 13 Level D Language	**Text Types and Purposes** **CCRS 7.W.2.a 6-8.WHST.2.a** Grade level: D (6th-8th) *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.*	Add an introduction to a complex informational paragraph	Choose the sentence that provides the most effective, focused introduction that sets up the paragraph's topic (language learning in children) and prepares the reader for the explanatory details that follow.	Writing 530, Composing Essays	**12-D-L-32** Form 12 Level D Language **Skill:** Introduce topic and group related information **Rx:** Language 230, Sentence Revising + Reading 221, Main Ideas and Supporting Details: Unit 1 + Writing 520, Composing Paragraphs
13-D-L-28	Form 13 Level D Language	**Text Types and Purposes** **CCRS 7.W.2.b 6-8.WHST.2.b** Grade level: D (6th-8th) *Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.*	Add supporting details to a complex informational paragraph	Given only a stated essay topic (how to grow sugar beets) and no article text, identify which of four detail sentences would best develop that topic — distinguishing details that are directly relevant to the growing process from details about nutrition, use, or taste.	Writing 240, Facts, Details, and Examples	**12-D-L-26** Form 12 Level D Language **Skill:** Use facts and related details to support topic **Rx:** Reading 260, Writer's Purpose + Writing 240, Facts, Details, and Examples
13-D-L-29	Form 13 Level D Language	**Text Types and Purposes** **CCRS 7.W.2.f 6-8.WHST.2.f** Grade level: D (6th-8th) *Provide a concluding statement or section related to the information or explanation presented.*	Add a conclusion to a complex informational paragraph about a complex topic	Select the sentence that provides the strongest, most logical conclusion to a complex topic in a short passage (retroreflection) without introducing unrelated or contradictory information.	Writing 240, Facts, Details, and Examples Writing 530, Composing Essays	**12-D-L-30** Form 12 Level D Language **Skill:** Use facts and related details to support topic **Rx:** Reading 260, Writer's Purpose + Writing 240, Facts, Details, and Examples

ID	TABE Test / Level	Domain & Standard (CCRS)	Skill Description	Discrete Skill	Pace Prescription	Legacy 11/12 Item
13-D-L-30	Form 13 Level D Language	**Text Types and Purposes** **CCRS 7.W.2.b 6-8.WHST.2.b** Grade level: D (6th-8th) *Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.*	Add supporting details to a short complex informational paragraph	From a paragraph about the mechanical design and history of James Murray Spangler's electric vacuum cleaner, identify which of four sentences adds the most relevant supporting detail — selecting information about the vacuum's mechanics (one motor powering both fan and bristles) over biographical, modern-trend, or general-use details.	Writing 240, Facts, Details, and Examples	**12-D-L-26** Form 12 Level D Language **Skill:** Use facts and related details to support topic **Rx:** Reading 260, Writer's Purpose + Writing 240, Facts, Details, and Examples
13-D-L-31	Form 13 Level D Language	**Text Types and Purposes** **CCRS 6.W.4 7.W.4 8.W.4 WHST.6-8.4** Grade level: D (6th-8th) *Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.*	Use transitional words or phrases within a moderately complex paragraph	Choose the transitional word ("Consequently") that best fills a blank in a problem-solution paragraph about a traffic issue, showing the cause-and-effect relationship between the problem (narrow streets) and its result (barely enough room for vehicles to pass).	Writing 320, Combining with Conjunctive Adverbs	**11-D-L-1** Form 11 Level D Language **Skill:** Use correct transition words **Rx:** Language 320, Transition Words and Phrases
13-D-L-32	Form 13 Level D Language	**Text Types and Purposes** **CCRS 7.W.1.b** Grade level: D (6th-8th) *Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.*	Add support for a counterclaim in an argumentative or informational paragraph	Select the sentence that most effectively supports an underlined counterclaim in an opinion or argumentative passage.	Writing 240, Facts, Details, and Examples Writing 530, Composing Essays	**11-D-L-13** Form 11 Level D Language **Skill:** Use facts and related details to support topic **Rx:** Reading 222, Main Ideas and Supporting Details: Unit 2 + Writing 240, Facts, Details, and Examples
13-D-L-33	Form 13 Level D Language	**Text Types and Purposes** **CCRS 6.W.5 7.W.5 8.W.5 WHST.6-8.5** Grade level: D (6th-8th) *With some guidance and support from peers and others, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.*	Inconsistently use transitional words or phrases in a compound-complex sentence	In a biographical paragraph about artist Jacob Lawrence, choose the transitional phrase ("as a result") that best fills a blank between two causally related idea.	Writing 320, Combining with Conjunctive Adverbs	**11-D-L-1** Form 11 Level D Language **Skill:** Use correct transition words **Rx:** Language 320, Transition Words and Phrases
14-D-L-1	Form 14 Level D Language	**Conventions of Standard English** **CCRS 6.L.2** Grade level: D (6th-8th) *Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.*	Use correct spelling with basic tier 2 words	In a multiple-choice item, identify the misspelled word in a sentence by recognizing that "sucess" is missing the double-c required in the correct spelling "success."	Language 800, Proofreading	**12-D-R-35** Form 12 Level D Reading **Skill:** Determine the meaning of on-level words or phrases in context **Rx:** Reading 130, Clue Words and Phrases in General Context
14-D-L-2	Form 14 Level D Language	**Conventions of Standard English** **CCRS 6.L.1 7.L.1 8.L.1** Grade level: D (6th-8th) *Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.*	Combine complex or compound sentences while maintaining clarity	Select the best sentence combining two short sentences ("Mike was feeling creative. He wrote a poem for his friend.") without creating a misplaced modifier, by recognizing that the participial phrase "feeling creative" must be placed immediately adjacent to the noun it modifies (Mike) to avoid attaching the modifier to the wrong subject.	Writing 150, Correctly Placed Modifiers	**12-D-R-22** Form 12 Level D Reading **Skill:** Field Test Item **Rx:** Reading 222, Main Ideas and Supporting Details: Unit 2 + Reading 223, Main Ideas and Supporting Details: Unit 3 + Reading 202, Reading Strategies: Unit 2 + Reading 625, American Literature

ID	TABE Test / Level	Domain & Standard (CCRS)	Skill Description	Discrete Skill	Pace Prescription	Legacy 11/12 Item
14-D-L-3	Form 14 Level D Language	**Conventions of Standard English** **CCRS 6.L.2** Grade level: D (6th-8th) *Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.*	Use correct spelling with complex tier 1 words	In a multiple-choice item, identify the misspelled word in a sentence by recognizing that "definitly" incorrectly drops the silent 'e' from "definite" before adding the suffix "-ly," and that the correct spelling is "definitely."	Language 800, Proofreading	**12-D-R-13** Form 12 Level D Reading **Skill:** Evaluate arguments/claims in text **Rx:** Reading 222, Main Ideas and Supporting Details: Unit 2 + Reading 223, Main Ideas and Supporting Details: Unit 3 + Writing 240, Facts, Details, and Examples
14-D-L-4	Form 14 Level D Language	**Conventions of Standard English** **CCRS 6.L.1 7.L.1 8.L.1** Grade level: D (6th-8th) *Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.*	Revise compound sentences to improve clarity	Select the best revision of a sentence with a dangling modifier ("Reclining on the sofa drinking coffee, the crackling fire warmed my toes") by recognizing that the introductory participial phrase must logically refer to the grammatical subject of the main clause—the speaker, not the fire—and choosing the revision that restructures the sentence to eliminate the dangling modifier.	Writing 150, Correctly Placed Modifiers	**12-D-R-09a** Form 12 Level D Reading **Skill:** Connect illustration and text **Rx:** Reading 445, Tables and Charts + Reading 222, Main Ideas and Supporting Details: Unit 2 + Reading 223, Main Ideas and Supporting Details: Unit 3
14-D-L-5	Form 14 Level D Language	**Conventions of Standard English** **CCRS 8.L.2** Grade level: D (6th-8th) *Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.*	Use an ellipsis in a sentence with omitted text or pauses	In a multiple-choice item asking which sentence is punctuated correctly, identify the sentence that correctly uses an ellipsis (. . .) to represent a hesitant pause in natural speech ("Philip, your choice of shoes with that outfit is . . . um . . . interesting"), while recognizing that the other options misuse ellipses to interrupt non-hesitant sentences.	Language 660, Colons and Semicolons	**12-D-R-30** Form 12 Level D Reading **Skill:** Describe relationship between events **Rx:** Reading 222, Main Ideas and Supporting Details: Unit 2 + Reading 223, Main Ideas and Supporting Details: Unit 3 + Reading 230, Conclusions and Generalizations + Reading 241, Cause and Effect: Unit 1 + Reading 242, Cause and Effect: Unit 2
14-D-L-6	Form 14 Level D Language	**Conventions of Standard English** **CCRS 7.L.2** Grade level: D (6th-8th) *Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.*	Use and punctuate coordinate adjectives correctly	In a multiple-choice item asking which sentence is punctuated correctly, identify the sentence that correctly uses a comma to separate coordinate adjectives that independently modify the same noun ("large, fat feet"), while recognizing that the other options incorrectly insert commas between cumulative adjectives ("new soccer jerseys," "ice cold peach tea," "dark purple walls") that do not require them.	Language 610, Commas I	**11-D-R-37B** Form 11 Level D Reading **Skill:** Draw inferences in text **Rx:** Reading 222, Main Ideas and Supporting Details: Unit 2 + Reading 223, Main Ideas and Supporting Details: Unit 3 + Reading 230, Conclusions and Generalizations + Reading 470, Research and Research Projects
14-D-L-7	Form 14 Level D Language	**Conventions of Standard English** **CCRS 6.L.2** Grade level: D (6th-8th) *Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.*	Use correct spelling with basic tier 2 words	In a multiple-choice item, identify the misspelled word across four sentences by recognizing that "aquire" is missing the required letter 'c' and the correct spelling is "acquire."	Language 800, Proofreading	**12-D-R-7** Form 12 Level D Reading **Skill:** Identify author's purpose **Rx:** Reading 222, Main Ideas and Supporting Details: Unit 2 + Reading 223, Main Ideas and Supporting Details: Unit 3 + Reading 201, Reading Strategies: Unit 1
14-D-L-8	Form 14 Level D Language	**Conventions of Standard English** **CCRS 8.L.2** Grade level: D (6th-8th) *Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.*	Explain the function of an ellipsis in a sentence with omitted text or pauses	Read a direct quotation that contains an ellipsis (. . .) within quoted text and identify what the ellipsis represents—an omission of words from the original source—by distinguishing this function from a pause, a connection, or a summary.	Language 660, Colons and Semicolons	**12-D-R-1** Form 12 Level D Reading **Skill:** Determine the meaning of on-level words or phrases in context **Rx:** Reading 130, Clue Words and Phrases in General Context

ID	TABE Test / Level	Domain & Standard (CCRS)	Skill Description	Discrete Skill	Pace Prescription	Legacy 11/12 Item
14-D-L-9	Form 14 Level D Language	**Conventions of Standard English** **CCRS 6.L.2** Grade level: D (6th-8th) *Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.*	Use commas to set off nonrestrictive clauses	In a multiple-choice item asking which sentence is punctuated correctly, identify the sentence that correctly uses commas to set off a nonrestrictive relative clause beginning with "which" ("The salad, which I made for Jen, was delicious"), while recognizing that the other options incorrectly add commas where they do not belong.	Language 630, Commas III English At Your Own Pace 312, Commas: Unit 2	**12-D-R-5** Form 12 Level D Reading **Skill:** Support main idea **Rx:** Reading 222, Main Ideas and Supporting Details: Unit 2 + Reading 223, Main Ideas and Supporting Details: Unit 3 + Reading 610, Techniques of Prose and Drama + Reading 615, Elements of Literary Character + Reading 625, American Literature
14-D-L-10	Form 14 Level D Language	**Knowledge of Language and Vocabulary** **CCRS 6.L.4.b** Grade level: D (6th-8th) *Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).*	Use root words to determine the meaning of simple words	Read a sentence containing the underlined words "autobiography" and "biologist," and use the shared root "bio" to determine its meaning, selecting "life" from four answer choices (book, enjoyment, life, work).	Reading 103, Prefixes: Unit 3	**12-D-R-1** Form 12 Level D Reading **Skill:** Determine the meaning of on-level words or phrases in context **Rx:** Reading 130, Clue Words and Phrases in General Context
14-D-L-11	Form 14 Level D Language	**Knowledge of Language and Vocabulary** **CCRS 6.L.4.b** Grade level: D (6th-8th) *Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).*	Use root words to determine the meaning of simple words	Read the provided definitions of "octogenarian" (a person between 80 and 89 years of age) and "octopus" (an animal with eight arms), then deduce the meaning of the prefix "oct-" by identifying the shared element across both definitions, selecting "eight" from four answer choices (small, eight, many, old).	Reading 103, Prefixes: Unit 3	**12-D-R-5** Form 12 Level D Reading **Skill:** Support main idea **Rx:** Reading 222, Main Ideas and Supporting Details: Unit 2 + Reading 223, Main Ideas and Supporting Details: Unit 3 + Reading 610, Techniques of Prose and Drama + Reading 615, Elements of Literary Character + Reading 625, American Literature
14-D-L-12	Form 14 Level D Language	**Knowledge of Language and Vocabulary** **CCRS 6.L.4.a** Grade level: D (6th-8th) *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.*	Determine the meaning of high-level words in context	Read a paragraph about the historical origin of the phrase "going Dutch"—in which two countries reached an informal agreement dividing shared trade routes—and use context clues to determine the most likely meaning of the word "proportion," selecting "equal share" from four answer choices.	Reading 130, Clue Words and Phrases in General Context	**12-D-R-1** Form 12 Level D Reading **Skill:** Determine the meaning of on-level words or phrases in context **Rx:** Reading 130, Clue Words and Phrases in General Context
14-D-L-13	Form 14 Level D Language	**Knowledge of Language and Vocabulary** **CCRS 7.L.3.a** Grade level: D (6th-8th) *Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.*	Make a word-level revision to a sentence to use precise language	Read a sentence in which the words "happy" and "joyful" appear together in the same clause ("I was very happy and joyful"), and identify which word is redundant by recognizing that both words express the same meaning and that eliminating "joyful" removes the unnecessary repetition.	Writing 210, Wordiness and Redundancy	**11-D-R-37B** Form 11 Level D Reading **Skill:** Draw inferences in text **Rx:** Reading 222, Main Ideas and Supporting Details: Unit 2 + Reading 223, Main Ideas and Supporting Details: Unit 3 + Reading 230, Conclusions and Generalizations + Reading 470, Research and Research Projects
14-D-L-14	Form 14 Level D Language	**Knowledge of Language and Vocabulary** **CCRS 7.L.3.a** Grade level: D (6th-8th) *Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.*	Make a sentence-level revision in a simple sentence to use precise language	Read a vague sentence about a meeting and select the revised version that uses the most precise language, by replacing general terms ("main person" → "moderator," "talked about the important points" → "highlighted the key issues") with specific professional vocabulary that accurately names the role and the action.	Writing 230, Concrete and Specific Language	**12-D-R-24** Form 12 Level D Reading **Skill:** Identify author's purpose **Rx:** Reading 222, Main Ideas and Supporting Details: Unit 2 + Reading 223, Main Ideas and Supporting Details: Unit 3 + Reading 260, Writer's Purpose + Reading 620, Author's Style + Reading 201, Reading Strategies: Unit 1

ID	TABE Test / Level	Domain & Standard (CCRS)	Skill Description	Discrete Skill	Pace Prescription	Legacy 11/12 Item
14-D-L-15	Form 14 Level D Language	**Knowledge of Language and Vocabulary** **CCRS 8.L.6** Grade level: D (6th-8th) *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.*	Revise a sentence to maintain language appropriate to purpose	Read a sentence using informal, imprecise language ("not in time order," "finding the point") and select the revision that replaces those informal expressions with accurate academic vocabulary ("chronological order," "determine the theme"), identifying the revision most appropriate for literary analysis.	Writing 420, Diction Language 240, Nonstandard Usage	**12-D-R-47** Form 12 Level D Reading **Skill:** Identify author's/s' point of view **Rx:** Reading 251, Fact and Opinion: Unit 1 + Reading 252, Fact and Opinion: Unit 2 + Reading 222, Main Ideas and Supporting Details: Unit 2 + Reading 223, Main Ideas and Supporting Details: Unit 3 + Reading 260, Writer's Purpose + Writing 240, Facts, Details, and Examples
14-D-L-16	Form 14 Level D Language	**Knowledge of Language and Vocabulary** **CCRS 6.L.4.b** Grade level: D (6th-8th) *Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).*	Use root words to determine the meaning of simple words	Read a sentence about painting vertical stripes on a wall, along with the information that the Latin root of "vertical" is "vertex," meaning "highest point," and use that root meaning to select the most likely definition of "vertical" from four answer choices (continuous, decorative, elevated, upright).	Reading 130, Clue Words and Phrases in General Context	**12-D-R-10a** Form 12 Level D Reading **Skill:** Identify author's/s' point of view **Rx:** Reading 230, Conclusions and Generalizations + Reading 222, Main Ideas and Supporting Details: Unit 2 + Reading 223, Main Ideas and Supporting Details: Unit 3 + Reading 260, Writer's Purpose
14-D-L-17	Form 14 Level D Language	**Knowledge of Language and Vocabulary** **CCRS 8.L.6** Grade level: D (6th-8th) *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.*	Determine the correct usage of a word in context based on meaning	Read a paragraph describing a legal case in which a judge orders a chemical company to make ___ by reimbursing a plaintiff for a polluted water well, then select the word that most precisely expresses the judge's intention—"reparation" (compensation for a wrong)—by distinguishing it from near-misses: "accommodation" (adjustment to needs), "fortification" (strengthening), and "infiltration" (unauthorized entry).	Reading 130, Clue Words and Phrases in General Context	**12-D-R-30** Form 12 Level D Reading **Skill:** Describe relationship between events **Rx:** Reading 222, Main Ideas and Supporting Details: Unit 2 + Reading 223, Main Ideas and Supporting Details: Unit 3 + Reading 230, Conclusions and Generalizations + Reading 241, Cause and Effect: Unit 1 + Reading 242, Cause and Effect: Unit 2
14-D-L-18	Form 14 Level D Language	**Knowledge of Language and Vocabulary** **CCRS 6.L.1** Grade level: D (6th-8th) *Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.*	Make corrections to ambiguous pronoun usage	Read a short paragraph about coaches and players, and identify which sentence contains an ambiguous pronoun—Sentence 2 ("They met all their goals")—where "They" could plausibly refer to either the coaches or the players introduced in Sentence 1, making the referent unclear.	Writing 140, Pronoun Reference and Agreement	**11-D-R-18** Form 11 Level D Reading **Skill:** Field Test Item **Rx:** Reading 222, Main Ideas and Supporting Details: Unit 2 + Reading 223, Main Ideas and Supporting Details: Unit 3
14-D-L-19	Form 14 Level D Language	**Conventions of Standard English** **CCRS 7.L.3.a** Grade level: D (6th-8th) *Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.*	Make a word-level revision to a sentence to use precise language	Read a paragraph about Dr. Seuss that contains the underlined word "good," and select the revision that makes the paragraph more precise by replacing "good" with "successful," a descriptor that specifically reflects professional accomplishment rather than general approval.	Writing 230, Concrete and Specific Language	**12-D-R-35** Form 12 Level D Reading **Skill:** Determine the meaning of on-level words or phrases in context **Rx:** Reading 130, Clue Words and Phrases in General Context

ID	TABE Test / Level	Domain & Standard (CCRS)	Skill Description	Discrete Skill	Pace Prescription	Legacy 11/12 Item
14-D-L-20	Form 14 Level D Language	**Knowledge of Language and Vocabulary** **CCRS 6.L.4** Grade level: D (6th-8th) *Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.*	Determine the meaning of a multiple-meaning word	Read four provided definitions of the multiple-meaning word "base" and a sentence using the word in context ("The base of the statue was large and heavy"), then select the definition that matches the word's use in the sentence—Definition 1: the lowest part on which an object rests.	Reading 130, Clue Words and Phrases in General Context	**12-D-R-7** Form 12 Level D Reading **Skill:** Identify author's purpose **Rx:** Reading 222, Main Ideas and Supporting Details: Unit 2 + Reading 223, Main Ideas and Supporting Details: Unit 3 + Reading 201, Reading Strategies: Unit 1
14-D-L-21	Form 14 Level D Language	**Text Types and Purposes** **CCRS 7.W.2.b** Grade level: D (6th-8th) *Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.*	Add supporting details to a complex informational paragraph	Read a paragraph about Lucretia Mott's role in advocating against injustice in 19th-century America—focusing on her opposition to laws limiting women's participation and her membership in the Anti-Slavery Society—and select the sentence that would add the most relevant supporting information, by identifying the choice that directly extends the paragraph's focus on her political advocacy ("Mott argued that the Constitution should grant voting rights to women") rather than providing biographical, personal, or background details.	Writing 240, Facts, Details, and Examples	**12-D-R-18** Form 12 Level D Reading **Skill:** Field Test Item **Rx:** Reading 222, Main Ideas and Supporting Details: Unit 2 + Reading 223, Main Ideas and Supporting Details: Unit 3 + Reading 241, Cause and Effect: Unit 1 + Reading 242, Cause and Effect: Unit 2 + Reading 230, Conclusions and Generalizations + Reading 610, Techniques of Prose and Drama
14-D-L-22	Form 14 Level D Language	**Text Types and Purposes** **CCRS 7.W.2.b** Grade level: D (6th-8th) *Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.*	Add support for a specific claim in a complex informational paragraph	Read a claim sentence stating that giant salamanders can defend themselves from predators despite lacking big teeth, and identify the detail that best supports that specific claim by selecting the option that explains a concrete defensive mechanism ("They have glands on their necks that can produce a liquid that tastes bad and is poisonous"), rather than details about habitat, appearance, or body shape.	Writing 240, Facts, Details, and Examples	**12-D-R-13** Form 12 Level D Reading **Skill:** Evaluate arguments/claims in text **Rx:** Reading 222, Main Ideas and Supporting Details: Unit 2 + Reading 223, Main Ideas and Supporting Details: Unit 3 + Writing 240, Facts, Details, and Examples
14-D-L-23	Form 14 Level D Language	**Text Types and Purposes** **CCRS 6.W.5** Grade level: D (6th-8th) *With some guidance and support from peers and others, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.*	Identify a sentence within a short complex paragraph that needs to be revised to maintain tone/style	Read a paragraph written in a formal job-application style and identify which of the four numbered sentences should be revised to maintain that formal tone, recognizing that Sentence 4 ("Call me soon because this is the only job I really want to have right now, okay?") breaks the professional register with casual, conversational phrasing.	Writing 420, Diction	**11-D-R-25** Form 11 Level D Reading **Skill:** Identify author's/s' point of view **Rx:** Reading 252, Fact and Opinion: Unit 2 + Reading 230, Conclusions and Generalizations + Reading 223, Main Ideas and Supporting Details: Unit 3 + Reading 260, Writer's Purpose + Writing 240, Facts, Details, and Examples

ID	TABE Test / Level	Domain & Standard (CCRS)	Skill Description	Discrete Skill	Pace Prescription	Legacy 11/12 Item
14-D-L-24	Form 14 Level D Language	**Text Types and Purposes** **CCRS 7.W.1.b** Grade level: D (6th-8th) *Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.*	Add supporting evidence to a complex argumentative paragraph	Read an argumentative paragraph claiming that public schools should eliminate disposable cups from the staff breakroom because they are wasteful, and identify the sentence that would add the most relevant supporting evidence for that claim, selecting the option that directly reinforces the waste argument with a financial dimension ("The purchase of disposable cups is an unnecessary expense for the company").	Writing 240, Facts, Details, and Examples	**11-D-R-25** Form 11 Level D Reading **Skill:** Identify author's/s' point of view **Rx:** Reading 252, Fact and Opinion: Unit 2 + Reading 230, Conclusions and Generalizations + Reading 223, Main Ideas and Supporting Details: Unit 3 + Reading 260, Writer's Purpose + Writing 240, Facts, Details, and Examples
14-D-L-25	Form 14 Level D Language	**Text Types and Purposes** **CCRS 7.W.2.c** Grade level: D (6th-8th) *Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.*	Add a transitional sentence to an informational paragraph	Read an informational paragraph about the Pulitzer Prize for fiction and select the transitional phrase that best connects the paragraph's final idea—that the prize is highly regarded and attracts wide reader attention—to the concluding sentence about a book winning the award being read by a wide audience, by choosing "As a result" to signal a cause-and-effect relationship.	Writing 320, Combining with Conjunctive Adverbs	**12-D-R-47** Form 12 Level D Reading **Skill:** Identify author's/s' point of view **Rx:** Reading 251, Fact and Opinion: Unit 1 + Reading 252, Fact and Opinion: Unit 2 + Reading 222, Main Ideas and Supporting Details: Unit 2 + Reading 223, Main Ideas and Supporting Details: Unit 3 + Reading 260, Writer's Purpose + Writing 240, Facts, Details, and Examples
14-D-L-26	Form 14 Level D Language	**Text Types and Purposes** **CCRS 6.W.4** Grade level: D (6th-8th) *Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.*	Use transitional words or phrases within a moderately complex paragraph	Read an informational paragraph explaining that cell phone companies do not build towers in uninhabited areas, and select the transition that best introduces the logical consequence—that it is hard to get a signal in empty deserts or vast fields—by choosing "Therefore" to signal that the conclusion follows directly from the stated premise.	Writing 320, Combining with Conjunctive Adverbs	**12-D-R-47** Form 12 Level D Reading **Skill:** Identify author's/s' point of view **Rx:** Reading 251, Fact and Opinion: Unit 1 + Reading 252, Fact and Opinion: Unit 2 + Reading 222, Main Ideas and Supporting Details: Unit 2 + Reading 223, Main Ideas and Supporting Details: Unit 3 + Reading 260, Writer's Purpose + Writing 240, Facts, Details, and Examples
14-D-L-27	Form 14 Level D Language	**Text Types and Purposes** **CCRS 6.W.5** Grade level: D (6th-8th) *With some guidance and support from peers and others, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.*	Revise a complex paragraph to maintain tone/style	Read a paragraph about Mount Everest that contains an underlined sentence using informal language ("super tough," "wow factor"), and select the revision that maintains a formal academic style throughout, choosing the option that replaces the slang with precise, elevated language while preserving the original meaning.	Writing 420, Diction Language 240, Nonstandard Usage	**12-D-R-30** Form 12 Level D Reading **Skill:** Describe relationship between events **Rx:** Reading 222, Main Ideas and Supporting Details: Unit 2 + Reading 223, Main Ideas and Supporting Details: Unit 3 + Reading 230, Conclusions and Generalizations + Reading 241, Cause and Effect: Unit 1 + Reading 242, Cause and Effect: Unit 2
14-D-L-28	Form 14 Level D Language	**Text Types and Purposes** **CCRS 7.W.8** Grade level: D (6th-8th) *Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.*	Identify sources that are reliable and unreliable	Identify which of four sources is unreliable for factual research on the invention of the internet, by recognizing that an opinion article from an online newspaper presents a personal viewpoint rather than verified factual information, making it unsuitable as an objective research source—unlike an encyclopedia entry, a nonfiction library book, or a print news article.	Reading 252, Fact and Opinion: Unit 2	**12-D-R-7** Form 12 Level D Reading **Skill:** Identify author's purpose **Rx:** Reading 222, Main Ideas and Supporting Details: Unit 2 + Reading 223, Main Ideas and Supporting Details: Unit 3 + Reading 201, Reading Strategies: Unit 1

ID	TABE Test / Level	Domain & Standard (CCRS)	Skill Description	Discrete Skill	Pace Prescription	Legacy 11/12 Item
14-D-L-29	Form 14 Level D Language	**Text Types and Purposes** **CCRS 6.W.5** Grade level: D (6th-8th) *With some guidance and support from peers and others, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.*	Revise a complex paragraph to maintain tone/style	Read a paragraph written in a formal business-proposal style and identify which revision improves the paragraph by replacing a sentence that uses casual, informal language ("It would be pretty sweet if a new pizza place opened up there") with a formal, professional alternative ("Opening a pizza restaurant in that open spot would be sensible").	Writing 420, Diction	**12-D-R-1** Form 12 Level D Reading **Skill:** Determine the meaning of on-level words or phrases in context **Rx:** Reading 130, Clue Words and Phrases in General Context
14-D-L-30	Form 14 Level D Language	**Text Types and Purposes** **CCRS 7.W.1.a** Grade level: D (6th-8th) *Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.*	Provide a counterclaim for an argumentative claim	Read an argumentative paragraph claiming that public schools should offer only water and milk as drink options, and identify the sentence that could be added to acknowledge an opposing claim, by selecting the option that both presents an alternate viewpoint and provides an immediate rebuttal ("Some may argue that fruit juice is a good source of vitamins, but actual fruits and vegetables in lunches fulfill that need")—distinguishing it from sentences that add supporting evidence, implementation details, or background information.	Writing 530, Composing Essays	**12-D-R-47** Form 12 Level D Reading **Skill:** Identify author's/s' point of view **Rx:** Reading 251, Fact and Opinion: Unit 1 + Reading 252, Fact and Opinion: Unit 2 + Reading 222, Main Ideas and Supporting Details: Unit 2 + Reading 223, Main Ideas and Supporting Details: Unit 3 + Reading 260, Writer's Purpose + Writing 240, Facts, Details, and Examples
14-D-L-31	Form 14 Level D Language	**Text Types and Purposes** **CCRS 6.W.4** Grade level: D (6th-8th) *Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.*	Use transitional words or phrases within a moderately complex paragraph	Read a paragraph about Maya pyramids in which the final sentence states the steps were "incredibly steep," followed by a blank and the clause "they were not too steep to climb," and select the transition word that best signals the contrast between the two ideas, choosing "However" to indicate that the second statement qualifies or contradicts the first.	Writing 320, Combining with Conjunctive Adverbs	**12-D-R-1** Form 12 Level D Reading **Skill:** Determine the meaning of on-level words or phrases in context **Rx:** Reading 130, Clue Words and Phrases in General Context
14-D-L-32	Form 14 Level D Language	**Text Types and Purposes** **CCRS 6.W.5** Grade level: D (6th-8th) *With some guidance and support from peers and others, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.*	Identify a sentence within a short complex paragraph that needs to be revised to maintain tone/style	Read a paragraph about plyometric exercise (Sentences 1–5) and identify which sentence should be revised to match a more formal style, recognizing that Sentence 5 ("A plyometric workout will make your muscles burn, but you will be glad you did it") breaks the formal register through its use of the informal second-person pronoun "you" and a conversational, encouraging tone.	Writing 420, Diction	**12-D-R-5** Form 12 Level D Reading **Skill:** Support main idea **Rx:** Reading 222, Main Ideas and Supporting Details: Unit 2 + Reading 223, Main Ideas and Supporting Details: Unit 3 + Reading 610, Techniques of Prose and Drama + Reading 615, Elements of Literary Character + Reading 625, American Literature
14-D-L-33	Form 14 Level D Language	**Text Types and Purposes** **CCRS 6.W.4** Grade level: D (6th-8th) *Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.*	Use transitional words or phrases within multiple sentences	Select the transition that best connects sentences, choosing "Specifically" to signal that the second sentence narrows in on a concrete instance of the general recommendation.	Writing 320, Combining with Conjunctive Adverbs	**12-D-R-47** Form 12 Level D Reading **Skill:** Identify author's/s' point of view **Rx:** Reading 251, Fact and Opinion: Unit 1 + Reading 252, Fact and Opinion: Unit 2 + Reading 222, Main Ideas and Supporting Details: Unit 2 + Reading 223, Main Ideas and Supporting Details: Unit 3 + Reading 260, Writer's Purpose + Writing 240, Facts, Details, and Examples