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TABE 13/14 Reading Curriculum Map

264 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 · Reading (88 items)

Level E Reading, Part 1 of 2 (48 items, Forms 13 & 14)

ID	TABE Test / Level	Domain & Standard (CCRS)	Skill Description	Discrete Skill	Pace Prescription	Legacy 11/12 Item
13-E-R-1-P1	Form 13 Level E Reading, Part 1/2	**Reading Foundational Skills** **CCRS 3.RF.3** Grade level: B (2nd-3rd) *Know and apply grade-level phonics and word analysis skills in decoding words.*	Determine word meaning based on prefix	Use the meaning of the prefix "re-" to identify the correct meaning of "reopen" as it is used in a sentence.	Reading At Your Own Pace 121, Prefixes: Unit 1	**12-E-R-17** Form 12 Level E Reading **Skill:** Understand affixes **Rx:** Reading At Your Own Pace 121, Prefixes: Unit 1
13-E-R-2-P1	Form 13 Level E Reading, Part 1/2	**Reading Foundational Skills** **CCRS 2.RF.3** Grade level: B (2nd-3rd) *Know and apply grade-level phonics and word analysis skills in decoding words.*	Know spelling-sound correspondences for common vowel teams	Identify a word (peach) that contains the same long "e" vowel team sound as the target word (green).	Spelling 130, Intermediate Vowel Sounds, Part 1 Spelling 140, Intermediate Vowel Sounds, Part 2	**12-E-R-3** Form 12 Level E Reading **Skill:** Understand affixes **Rx:** Reading At Your Own Pace 132, Suffixes: Unit 2
13-E-R-3-P1	Form 13 Level E Reading, Part 1/2	**Reading Foundational Skills** **CCRS 3.RF.3** Grade level: B (2nd-3rd) *Know and apply grade-level phonics and word analysis skills in decoding words.*	Recognize grade-appropriate irregularly spelled words	Use context to select the correctly spelled irregular word ("thought") from a list of words with similar "-ough" patterns.	Spelling 230, Problem Words Spelling 130, Intermediate Vowel Sounds, Part 1	**12-E-R-3** Form 12 Level E Reading **Skill:** Understand affixes **Rx:** Reading At Your Own Pace 132, Suffixes: Unit 2
13-E-R-4-P1	Form 13 Level E Reading, Part 1/2	**Reading Foundational Skills** **CCRS 2.RF.3** Grade level: B (2nd-3rd) *Know and apply grade-level phonics and word analysis skills in decoding words.*	Use context to recognize and understand words	Select the appropriate multi-syllable noun ("pattern") to logically complete a sentence based on descriptive context clues.	Reading At Your Own Pace 141, Words in Context: Unit 1 Reading At Your Own Pace 142, Words in Context: Unit 2	**12-E-R-3** Form 12 Level E Reading **Skill:** Understand affixes **Rx:** Reading At Your Own Pace 132, Suffixes: Unit 2
13-E-R-5-P1	Form 13 Level E Reading, Part 1/2	**Reading Foundational Skills** **CCRS 3.RF.3** Grade level: B (2nd-3rd) *Know and apply grade-level phonics and word analysis skills in decoding words.*	Determine word meaning based on prefix	Use knowledge of the prefix "pre-" (before) to determine the definition of the word "pretest".	Reading At Your Own Pace 121, Prefixes: Unit 1	**12-E-R-17** Form 12 Level E Reading **Skill:** Understand affixes **Rx:** Reading At Your Own Pace 121, Prefixes: Unit 1

ID	TABE Test / Level	Domain & Standard (CCRS)	Skill Description	Discrete Skill	Pace Prescription	Legacy 11/12 Item
13-E-R-6-P1	Form 13 Level E Reading, Part 1/2	**Reading Foundational Skills** **CCRS 2.RF.3** Grade level: B (2nd-3rd) *Know and apply grade-level phonics and word analysis skills in decoding words.*	Identify a multisyllable word that matches a given meaning	Recognize the multi-syllable preposition "beneath" as the correct match for the defined meaning "under".	Reading At Your Own Pace 132, Suffixes: Unit 2	**12-E-R-3** Form 12 Level E Reading **Skill:** Understand affixes **Rx:** Reading At Your Own Pace 132, Suffixes: Unit 2
13-E-R-7-P1	Form 13 Level E Reading, Part 1/2	**Reading Foundational Skills** **CCRS 3.RF.3** Grade level: B (2nd-3rd) *Know and apply grade-level phonics and word analysis skills in decoding words.*	Determine word meaning based on suffix	Use the meaning of the suffix "-ible" (capable of) to identify the definition of "sensible" within a sentence context.	Reading At Your Own Pace 132, Suffixes: Unit 2	**12-E-R-3** Form 12 Level E Reading **Skill:** Understand affixes **Rx:** Reading At Your Own Pace 132, Suffixes: Unit 2
13-E-R-8-P1	Form 13 Level E Reading, Part 1/2	**Reading Foundational Skills** **CCRS 2.RF.3** Grade level: B (2nd-3rd) *Know and apply grade-level phonics and word analysis skills in decoding words.*	Use context to recognize and understand words	Select the correct noun ("candles") to complete a sentence by identifying context clues related to "wax" and "light".	Reading At Your Own Pace 141, Words in Context: Unit 1 Reading At Your Own Pace 142, Words in Context: Unit 2	**12-E-R-3** Form 12 Level E Reading **Skill:** Understand affixes **Rx:** Reading At Your Own Pace 132, Suffixes: Unit 2
13-E-R-9-P1	Form 13 Level E Reading, Part 1/2	**Craft and Structure, Vocabulary** **CCRS 3.RI.4** Grade level: B (2nd-3rd) *Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a topic or subject area.*	Determine the meaning of a tier 2 word in context	Determine the meaning of the word "thrive" by analyzing its usage regarding plant growth in a specific environment.	Reading At Your Own Pace 141, Words in Context: Unit 1 Reading At Your Own Pace 142, Words in Context: Unit 2	**12-E-R-14** Form 12 Level E Reading **Skill:** Meaning of on-level words or phrases in context **Rx:** Reading At Your Own Pace 141, Words in Context: Unit 1 + Reading At Your Own Pace 142, Words in Context: Unit 2
13-E-R-10-P1	Form 13 Level E Reading, Part 1/2	**Integration of Knowledge and Ideas** **CCRS 3.RI.7** Grade level: B (2nd-3rd) *Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text.*	Use graphics to support understanding of a moderately complex text	Interpret a "Life Cycle of Butterfly" diagram to identify the number of distinct stages in the biological process.	Reading 440, Diagrams and Graphs	**12-E-R-25** Form 12 Level E Reading **Skill:** Connect illustration and text **Rx:** Reading 440, Diagrams and Graphs (6.1)
13-E-R-11-P1	Form 13 Level E Reading, Part 1/2	**Key Ideas and Details** **CCRS 2.RI.1** Grade level: B (2nd-3rd) *Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.*	Respond to basic questions about key details in a moderately complex text	Locate and recall a specific chronological detail (hatching) that occurs immediately after eggs are laid.	English At Your Own Pace 215, Introduction to Paragraphs English At Your Own Pace 220, Paragraph Development Reading 210, Sequence of Events	**12-E-R-8** Form 12 Level E Reading **Skill:** Recall details in text **Rx:** Reading 221, Main Ideas and Supporting Details: Unit 1 (6.2)
13-E-R-12-P1	Form 13 Level E Reading, Part 1/2	**Craft and Structure, Vocabulary** **CCRS 3.RI.4** Grade level: B (2nd-3rd) *Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a topic or subject area.*	Determine the meaning of a tier 2 word in context	Define the technical term "chrysalis" using a provided footnote or explicit definition within the passage.	Reading At Your Own Pace 141, Words in Context: Unit 1 Reading At Your Own Pace 142, Words in Context: Unit 2	**12-E-R-14** Form 12 Level E Reading **Skill:** Meaning of on-level words or phrases in context **Rx:** Reading At Your Own Pace 141, Words in Context: Unit 1 + Reading At Your Own Pace 142, Words in Context: Unit 2
13-E-R-13-P1	Form 13 Level E Reading, Part 1/2	**Key Ideas and Details** **CCRS 2.RL.1** Grade level: B (2nd-3rd) *Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.*	Make an inference about details	Infer that the phrase "had offered to watch" implies a caretaking or babysitting responsibility in a narrative context.	Reading At Your Own Pace 215, Conclusions and Generalizations	**11-E-R-15** Form 11 Level E Reading **Skill:** Draw inferences in text **Rx:** Reading At Your Own Pace 230, Conclusions and Generalizations + Passage 510, Passage 520, Passage 530

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13-E-R-14-P1	Form 13 Level E Reading, Part 1/2	**Craft and Structure, Vocabulary** **CCRS 3.RI.4** Grade level: B (2nd-3rd) *Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a topic or subject area.*	Determine the meaning of a tier 2 word in context	Determine the meaning of the adjective "delicate" as "easy to break" based on context clues in a literary passage about fragile dishes kept safe for sentimental reasons.	Reading At Your Own Pace 141, Words in Context: Unit 1 Reading At Your Own Pace 142, Words in Context: Unit 2	**12-E-R-14** Form 12 Level E Reading **Skill:** Meaning of on-level words or phrases in context **Rx:** Reading At Your Own Pace 141, Words in Context: Unit 1 + Reading At Your Own Pace 142, Words in Context: Unit 2
13-E-R-15-P1	Form 13 Level E Reading, Part 1/2	**Key Ideas and Details** **CCRS 2.RL.1** Grade level: B (2nd-3rd) *Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.*	Use text evidence to identify specific points	Select the set of sentences from a literary passage that most directly contrasts the personality traits of Arjun (enthusiastic) and Jaya (careful and organized).	English At Your Own Pace 215, Introduction to Paragraphs English At Your Own Pace 220, Paragraph Development	**12-E-R-8** Form 12 Level E Reading **Skill:** Recall details in text **Rx:** Reading 221, Main Ideas and Supporting Details: Unit 1 (6.2)
13-E-R-16-P1	Form 13 Level E Reading, Part 1/2	**Key Ideas and Details** **CCRS 2.RL.1** Grade level: B (2nd-3rd) *Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.*	Respond to basic questions about key details in a moderately complex text	Identify the explicitly stated reason why Jaya is watching Arjun for the day in a literary passage about an aunt caring for her young nephew.	English At Your Own Pace 215, Introduction to Paragraphs English At Your Own Pace 220, Paragraph Development	**12-E-R-8** Form 12 Level E Reading **Skill:** Recall details in text **Rx:** Reading 221, Main Ideas and Supporting Details: Unit 1 (6.2)
13-E-R-17-P1	Form 13 Level E Reading, Part 1/2	**Key Ideas and Details** **CCRS 3.RI.3** Grade level: B (2nd-3rd) *Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.*	Describe the connection between steps in a procedure in a text	Identify the specific physical action (squeezing the bag) required to produce sound in a multi-step technical process.	Reading At Your Own Pace 205, Cause and Effect Passage 510, Passage 530	**12-E-R-32A** Form 12 Level E Reading **Skill:** Describe relationship between events **Rx:** Reading At Your Own Pace 205, Cause and Effect + Passage 510, Passage 530
13-E-R-18-P1	Form 13 Level E Reading, Part 1/2	**Key Ideas and Details** **CCRS 3.RI.2** Grade level: B (2nd-3rd) *Determine the main idea of a text; recount the key details and explain how they support the main idea.*	Determine the main idea in a moderately complex text	Identify the central focus of a passage that explains the evolution and historical usage of an object over time.	English At Your Own Pace 215, Introduction to Paragraphs English At Your Own Pace 220, Paragraph Development	**12-E-R-12** Form 12 Level E Reading **Skill:** Support main idea **Rx:** Reading 221, Main Ideas and Supporting Details: Unit 1 (6.2)
13-E-R-19-P1	Form 13 Level E Reading, Part 1/2	**Integration of Knowledge and Ideas** **CCRS 3.RI.7** Grade level: B (2nd-3rd) *Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text.*	Use graphics to support understanding of a moderately complex text	Use a labeled diagram to identify that an instrument consists of multiple distinct physical components.	Reading 440, Diagrams and Graphs	**12-E-R-25** Form 12 Level E Reading **Skill:** Connect illustration and text **Rx:** Reading 440, Diagrams and Graphs (6.1)
13-E-R-20-P1	Form 13 Level E Reading, Part 1/2	**Key Ideas and Details** **CCRS 3.RI.2** Grade level: B (2nd-3rd) *Determine the main idea of a text; recount the key details and explain how they support the main idea.*	Determine the main idea in a moderately complex text	Select the most comprehensive summary statement that covers the history, usage, and longevity of the subject matter.	English At Your Own Pace 215, Introduction to Paragraphs English At Your Own Pace 220, Paragraph Development	**12-E-R-12** Form 12 Level E Reading **Skill:** Support main idea **Rx:** Reading 221, Main Ideas and Supporting Details: Unit 1 (6.2)
13-E-R-21-P1	Form 13 Level E Reading, Part 1/2	**Key Ideas and Details** **CCRS 2.RL.1** Grade level: B (2nd-3rd) *Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.*	Make an inference about details	Use social context and character behavior to infer the motivation for why workers are interacting with a lonely customer.	Reading At Your Own Pace 215, Conclusions and Generalizations	**11-E-R-15** Form 11 Level E Reading **Skill:** Draw inferences in text **Rx:** Reading At Your Own Pace 230, Conclusions and Generalizations + Passage 510, Passage 520, Passage 530

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13-E-R-22-P1	Form 13 Level E Reading, Part 1/2	**Craft and Structure, Vocabulary** **CCRS 3.RI.4** Grade level: B (2nd-3rd) *Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a topic or subject area.*	Determine the meaning of a tier 2 word in context	Identify the meaning of the adverb "thoroughly" (fully) based on the context of emotional enjoyment and time spent.	Reading At Your Own Pace 141, Words in Context: Unit 1 Reading At Your Own Pace 142, Words in Context: Unit 2	**12-E-R-14** Form 12 Level E Reading **Skill:** Meaning of on-level words or phrases in context **Rx:** Reading At Your Own Pace 141, Words in Context: Unit 1 + Reading At Your Own Pace 142, Words in Context: Unit 2
13-E-R-23-P1	Form 13 Level E Reading, Part 1/2	**Key Ideas and Details** **CCRS 3.RI.2** Grade level: B (2nd-3rd) *Determine the main idea of a text; recount the key details and explain how they support the main idea.*	Determine an inferred theme of a text across varying text complexities	Deduce the life lesson or theme of a narrative regarding the importance of building social connections.	English At Your Own Pace 215, Introduction to Paragraphs English At Your Own Pace 220, Paragraph Development	**12-E-R-12** Form 12 Level E Reading **Skill:** Support main idea **Rx:** Reading 221, Main Ideas and Supporting Details: Unit 1 (6.2)
13-E-R-24-P1	Form 13 Level E Reading, Part 1/2	**Key Ideas and Details** **CCRS 2.RL.1** Grade level: B (2nd-3rd) *Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.*	Respond to basic questions about key details in a moderately complex text	Recall specific supporting details about how characters provided companionship to help the protagonist.	English At Your Own Pace 215, Introduction to Paragraphs English At Your Own Pace 220, Paragraph Development	**12-E-R-8** Form 12 Level E Reading **Skill:** Recall details in text **Rx:** Reading 221, Main Ideas and Supporting Details: Unit 1 (6.2)
14-E-R-1-P1	Form 14 Level E Reading, Part 1/2	**Reading Foundational Skills** **CCRS 2.RF.3** Grade level: B (2nd-3rd) *Know and apply grade-level phonics and word analysis skills in decoding words.*	Use context to recognize and understand words	Use the meaning of the transitional word "instead" to logically complete a sentence that contrasts two possible meeting days (today versus tomorrow).	Reading At Your Own Pace 141, Words in Context: Unit 1 Reading At Your Own Pace 142, Words in Context: Unit 2	**12-E-R-3** Form 12 Level E Reading **Skill:** Understand affixes **Rx:** Reading At Your Own Pace 132, Suffixes: Unit 2
14-E-R-2-P1	Form 14 Level E Reading, Part 1/2	**Reading Foundational Skills** **CCRS 2.RF.3** Grade level: B (2nd-3rd) *Know and apply grade-level phonics and word analysis skills in decoding words.*	Use context to recognize and understand words	Identify the most likely meaning of the noun "prairie" by analyzing descriptive context clues in a sentence about a herd of elk roaming and eating plants.	Reading At Your Own Pace 141, Words in Context: Unit 1 Reading At Your Own Pace 142, Words in Context: Unit 2	**12-E-R-3** Form 12 Level E Reading **Skill:** Understand affixes **Rx:** Reading At Your Own Pace 132, Suffixes: Unit 2
14-E-R-3-P1	Form 14 Level E Reading, Part 1/2	**Reading Foundational Skills** **CCRS 2.RF.3** Grade level: B (2nd-3rd) *Know and apply grade-level phonics and word analysis skills in decoding words.*	Recognize grade-appropriate irregularly spelled words	Use phonics and sentence context to select the correctly spelled irregular past-tense verb "taught" that completes the sentence about Jeff learning from his dad.	Spelling 230, Problem Words Spelling 130, Intermediate Vowel Sounds, Part 1	**12-E-R-3** Form 12 Level E Reading **Skill:** Understand affixes **Rx:** Reading At Your Own Pace 132, Suffixes: Unit 2
14-E-R-4-P1	Form 14 Level E Reading, Part 1/2	**Reading Foundational Skills** **CCRS 2.RF.3** Grade level: B (2nd-3rd) *Know and apply grade-level phonics and word analysis skills in decoding words.*	Use context to recognize and understand words	Select the logically appropriate verb "measure" to complete a sentence about using a ruler to determine the height of a sunflower.	Reading At Your Own Pace 141, Words in Context: Unit 1 Reading At Your Own Pace 142, Words in Context: Unit 2	**12-E-R-3** Form 12 Level E Reading **Skill:** Understand affixes **Rx:** Reading At Your Own Pace 132, Suffixes: Unit 2
14-E-R-5-P1	Form 14 Level E Reading, Part 1/2	**Reading Foundational Skills** **CCRS 2.RF.3** Grade level: B (2nd-3rd) *Know and apply grade-level phonics and word analysis skills in decoding words.*	Know spelling-sound correspondences for common vowel teams	Identify the word "chew" that shares the same long-u vowel team sound (/oo/) as the target word "juice".	Spelling 130, Intermediate Vowel Sounds, Part 1 Spelling 140, Intermediate Vowel Sounds, Part 2	**12-E-R-1** Form 12 Level E Reading **Skill:** Know long and short vowel sounds **Rx:** Spelling 130, Intermediate Vowel Sounds, Part 1
14-E-R-6-P1	Form 14 Level E Reading, Part 1/2	**Reading Foundational Skills** **CCRS 3.RF.3** Grade level: B (2nd-3rd) *Know and apply grade-level phonics and word analysis skills in decoding words.*	Determine word meaning based on suffix	Apply the meaning of the suffix "-ful" (full of) to identify the correct adjective "useful" that completes a sentence about a strong clip securing a bell to a bike.	Reading At Your Own Pace 131, Suffixes: Unit 1	**12-E-R-6** Form 12 Level E Reading **Skill:** Field Test Item **Rx:** Reading At Your Own Pace 131, Suffixes: Unit 1

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14-E-R-7-P1	Form 14 Level E Reading, Part 1/2	**Reading Foundational Skills** **CCRS 2.RF.3** Grade level: B (2nd-3rd) *Know and apply grade-level phonics and word analysis skills in decoding words.*	Use context to recognize and understand words	Identify the correct verb "secure" to describe the action of attaching a bell to a bike using a strong clip.	Reading At Your Own Pace 141, Words in Context: Unit 1 Reading At Your Own Pace 142, Words in Context: Unit 2	**12-E-R-3** Form 12 Level E Reading **Skill:** Understand affixes **Rx:** Reading At Your Own Pace 132, Suffixes: Unit 2
14-E-R-8-P1	Form 14 Level E Reading, Part 1/2	**Reading Foundational Skills** **CCRS 2.RF.3** Grade level: B (2nd-3rd) *Know and apply grade-level phonics and word analysis skills in decoding words.*	Know spelling-sound correspondences for common vowel teams	Identify the word "field" that contains the correct vowel team sound for the given context and logically completes the sentence about children picking pumpkins.	Spelling 130, Intermediate Vowel Sounds, Part 1 Spelling 140, Intermediate Vowel Sounds, Part 2	**12-E-R-3** Form 12 Level E Reading **Skill:** Understand affixes **Rx:** Reading At Your Own Pace 132, Suffixes: Unit 2
14-E-R-9-P1	Form 14 Level E Reading, Part 1/2	**Craft and Structure, Vocabulary** **CCRS 3.RI.4** Grade level: B (2nd-3rd) *Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a topic or subject area.*	Determine the meaning of a tier 2 word in context	Identify a synonym for the academic vocabulary word "soothing" based on its description of environmental comfort in the rocking-chair passage.	Reading At Your Own Pace 141, Words in Context: Unit 1 Reading At Your Own Pace 142, Words in Context: Unit 2	**12-E-R-14** Form 12 Level E Reading **Skill:** Meaning of on-level words or phrases in context **Rx:** Reading At Your Own Pace 141, Words in Context: Unit 1 + Reading At Your Own Pace 142, Words in Context: Unit 2
14-E-R-10-P1	Form 14 Level E Reading, Part 1/2	**Key Ideas and Details** **CCRS 2.RI.1** Grade level: B (2nd-3rd) *Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.*	Respond to basic questions about key details in a moderately complex text	Locate and recall an explicitly stated detail explaining why many new parents use a rocking chair (to help babies sleep).	English At Your Own Pace 220, Paragraph Development	**12-E-R-8** Form 12 Level E Reading **Skill:** Recall details in text **Rx:** Reading 221, Main Ideas and Supporting Details: Unit 1 (6.2)
14-E-R-11-P1	Form 14 Level E Reading, Part 1/2	**Craft and Structure, Vocabulary** **CCRS 2.RI.6** Grade level: B (2nd-3rd) *Identify the main purpose of a text, including what the author wants to answer, explain, or describe.*	Identify the author's purpose in a moderately complex text	Determine the overarching primary purpose for writing an informational passage about the health benefits of rocking chairs.	Reading 260, Writer's Purpose	**12-E-R-20A** Form 12 Level E Reading **Skill:** Identify author's purpose **Rx:** Reading 260, Writer's Purpose (7.4)
14-E-R-12-P1	Form 14 Level E Reading, Part 1/2	**Craft and Structure, Vocabulary** **CCRS 3.RI.5** Grade level: B (2nd-3rd) *Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.*	Use text features to locate details in slightly to moderately complex texts	Use subheadings to locate which specific section of the text ("Rocking Provides Gentle Exercise") contains the answer to a given question.	Reading 201, Reading Strategies: Unit 1	**12-E-R-28** Form 12 Level E Reading **Skill:** Use text tools to locate information **Rx:** Reading 201, Reading Strategies: Unit 1 (7.2)
14-E-R-13-P1	Form 14 Level E Reading, Part 1/2	**Key Ideas and Details** **CCRS 3.RI.3** Grade level: B (2nd-3rd) *Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.*	Describe the connection between ideas in a text	Identify the physical cause-and-effect relationship between rocking and reduced swelling/back pain.	Reading At Your Own Pace 205, Cause and Effect Passage 510, Passage 530	**12-E-R-32A** Form 12 Level E Reading **Skill:** Describe relationship between events **Rx:** Reading At Your Own Pace 205, Cause and Effect + Passage 510, Passage 530
14-E-R-14-P1	Form 14 Level E Reading, Part 1/2	**Integration of Knowledge and Ideas** **CCRS 3.RI.7** Grade level: B (2nd-3rd) *Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text.*	Use graphics to support understanding of a moderately complex text	Interpret a set of illustrations showing three different rocking-chair designs to determine that rocking-chair style has evolved and varied over time.	Reading 440, Diagrams and Graphs	**12-E-R-25** Form 12 Level E Reading **Skill:** Connect illustration and text **Rx:** Reading 440, Diagrams and Graphs (6.1)

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14-E-R-15-P1	Form 14 Level E Reading, Part 1/2	**Craft and Structure, Vocabulary** **CCRS 3.RL.4** Grade level: B (2nd-3rd) *Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.*	Determine the meaning of a tier 2 word in context	Determine the contextual meaning of the word "advice" as a "suggestion" provided between characters in a narrative about friendship and outlook.	Reading At Your Own Pace 141, Words in Context: Unit 1 Reading At Your Own Pace 142, Words in Context: Unit 2	**12-E-R-14** Form 12 Level E Reading **Skill:** Meaning of on-level words or phrases in context **Rx:** Reading At Your Own Pace 141, Words in Context: Unit 1 + Reading At Your Own Pace 142, Words in Context: Unit 2
14-E-R-16-P1	Form 14 Level E Reading, Part 1/2	**Key Ideas and Details** **CCRS 2.RL.1** Grade level: B (2nd-3rd) *Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.*	Respond to basic questions about key details in a moderately complex text	Identify a character's specific stated motivation or desire (moving to the country for hiking and a big dog) found in the narrative "A Friend's Wisdom".	English At Your Own Pace 220, Paragraph Development	**12-E-R-8** Form 12 Level E Reading **Skill:** Recall details in text **Rx:** Reading 221, Main Ideas and Supporting Details: Unit 1 (6.2)
14-E-R-17-P1	Form 14 Level E Reading, Part 1/2	**Craft and Structure, Vocabulary** **CCRS 3.RL.4** Grade level: B (2nd-3rd) *Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.*	Determine the nonliteral meaning of a phrase used in a moderately complex text	Interpret the figurative meaning of the phrase "push aside disappointment" within the context of internal character conflict in the story.	Reading At Your Own Pace 141, Words in Context: Unit 1 Reading At Your Own Pace 142, Words in Context: Unit 2	**12-E-R-14** Form 12 Level E Reading **Skill:** Meaning of on-level words or phrases in context **Rx:** Reading At Your Own Pace 141, Words in Context: Unit 1 + Reading At Your Own Pace 142, Words in Context: Unit 2
14-E-R-18-P1	Form 14 Level E Reading, Part 1/2	**Key Ideas and Details** **CCRS 3.RL.2** Grade level: B (2nd-3rd) *Determine the main idea of a text; recount the key details and explain how they support the main idea.*	Determine an inferred theme of a text across varying text complexities	Identify the central lesson learned by the character Max by understanding his perspective and the role of his friend Ed's advice.	English At Your Own Pace 220, Paragraph Development	**12-E-R-12** Form 12 Level E Reading **Skill:** Support main idea **Rx:** Reading 221, Main Ideas and Supporting Details: Unit 1 (6.2)
14-E-R-19-P1	Form 14 Level E Reading, Part 1/2	**Key Ideas and Details** **CCRS 3.RL.3** Grade level: B (2nd-3rd) *Describe the characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.*	Describe the connection between ideas in a text	Identify a specific event or action (Max enjoying the art fair after following Ed's advice) that serves as reasonable evidence of a character change in the story.	Reading At Your Own Pace 205, Cause and Effect Passage 510, Passage 530	**12-E-R-32A** Form 12 Level E Reading **Skill:** Describe relationship between events **Rx:** Reading At Your Own Pace 205, Cause and Effect + Passage 510, Passage 530
14-E-R-20-P1	Form 14 Level E Reading, Part 1/2	**Craft and Structure, Vocabulary** **CCRS 2.RI.6** Grade level: B (2nd-3rd) *Identify the main purpose of a text, including what the author wants to answer, explain, or describe.*	Identify the author's purpose in a moderately complex text	Determine the author's intent for providing instructional guidance on preparing for a camping trip (packing safety and comfort).	Reading 260, Writer's Purpose	**12-E-R-20B** Form 12 Level E Reading **Skill:** Identify author's purpose **Rx:** Reading 260, Writer's Purpose (7.4)
14-E-R-21-P1	Form 14 Level E Reading, Part 1/2	**Craft and Structure, Vocabulary** **CCRS 3.RI.4** Grade level: B (2nd-3rd) *Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a topic or subject area.*	Determine the meaning of a tier 2 word in context	Determine the contextual meaning of the word "appreciate" as being "thankful for" based on the benefit described in the context of an instructional camping text.	Reading At Your Own Pace 141, Words in Context: Unit 1 Reading At Your Own Pace 142, Words in Context: Unit 2	**12-E-R-14** Form 12 Level E Reading **Skill:** Meaning of on-level words or phrases in context **Rx:** Reading At Your Own Pace 141, Words in Context: Unit 1 + Reading At Your Own Pace 142, Words in Context: Unit 2
14-E-R-22-P1	Form 14 Level E Reading, Part 1/2	**Integration of Knowledge and Ideas** **CCRS 2.RI.8** Grade level: B (2nd-3rd) *Describe how reasons support specific points the author makes in a text.*	Use text evidence to support reasons	Identify how the author justifies a point by providing specific examples of potential injuries or scenarios that require a first-aid kit.	English At Your Own Pace 220, Paragraph Development	**12-E-R-47A** Form 12 Level E Reading **Skill:** How reasons/evidence support author's point **Rx:** Writing 240, Facts, Details, and Examples (6.3)

ID	TABE Test / Level	Domain & Standard (CCRS)	Skill Description	Discrete Skill	Pace Prescription	Legacy 11/12 Item
14-E-R-23-P1	Form 14 Level E Reading, Part 1/2	**Key Ideas and Details** **CCRS 2.RI.1** Grade level: B (2nd-3rd) *Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.*	Respond to basic questions about key details in a moderately complex text	Locate the specific factual reason given for a preparation requirement (packing a wide range of clothes for changing weather) described in an instructional camping text.	English At Your Own Pace 220, Paragraph Development	**12-E-R-8** Form 12 Level E Reading **Skill:** Recall details in text **Rx:** Reading 221, Main Ideas and Supporting Details: Unit 1 (6.2)
14-E-R-24-P1	Form 14 Level E Reading, Part 1/2	**Key Ideas and Details** **CCRS 3.RI.2** Grade level: B (2nd-3rd) *Determine the main idea of a text; recount the key details and explain how they support the main idea.*	Use evidence to support the determination of a main idea in a moderately complex text	Select the specific sentence that provides direct textual evidence to support a connected reason/answer on the prior test item about packing clothes.	English At Your Own Pace 220, Paragraph Development	**12-E-R-12** Form 12 Level E Reading **Skill:** Support main idea **Rx:** Reading 221, Main Ideas and Supporting Details: Unit 1 (6.2)

Level E Reading, Part 2 of 2 (40 items, Forms 13 & 14)

ID	TABE Test / Level	Domain & Standard (CCRS)	Skill Description	Discrete Skill	Pace Prescription	Legacy 11/12 Item
13-E-R-25-P2	Form 13 Level E Reading, Part 2/2	**Craft and Structure, Vocabulary** **CCRS 2.RI.6** Grade level: B (2nd-3rd) *Identify the main purpose of a text, including what the author wants to answer, explain, or describe.*	Identify the author's purpose in a moderately complex text	Identify the author's main purpose in an informational passage explaining the benefits of keeping a journal.	English At Your Own Pace 215, Introduction to Paragraphs English At Your Own Pace 220, Paragraph Development	**12-E-R-8** Form 12 Level E Reading **Skill:** Recall details in text **Rx:** Reading 221, Main Ideas and Supporting Details: Unit 1 (6.2)
13-E-R-26-P2	Form 13 Level E Reading, Part 2/2	**Key Ideas and Details** **CCRS 2.RI.1** Grade level: B (2nd-3rd) *Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.*	Respond to basic questions about key details in a moderately complex text	Locate the specific detail in an informational passage about journaling that identifies what the author says can clear a person's mind.	English At Your Own Pace 215, Introduction to Paragraphs English At Your Own Pace 220, Paragraph Development	**12-E-R-12** Form 12 Level E Reading **Skill:** Support main idea **Rx:** Reading 221, Main Ideas and Supporting Details: Unit 1 (6.2)
13-E-R-27-P2	Form 13 Level E Reading, Part 2/2	**Integration of Knowledge and Ideas** **CCRS 2.RI.8** Grade level: B (2nd-3rd) *Describe how reasons support specific points the author makes in a text.*	Use text evidence to support reasons	Identify a key point made by the author in an informational passage about journaling, selecting the claim that is explicitly supported by details in the text.	English At Your Own Pace 215, Introduction to Paragraphs English At Your Own Pace 220, Paragraph Development	**12-E-R-14** Form 12 Level E Reading **Skill:** Meaning of on-level words or phrases in context **Rx:** Reading At Your Own Pace 141, Words in Context: Unit 1 + Reading At Your Own Pace 142, Words in Context: Unit 2
13-E-R-28-P2	Form 13 Level E Reading, Part 2/2	**Craft and Structure, Vocabulary** **CCRS 3.RI.4** Grade level: B (2nd-3rd) *Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a topic or subject area.*	Determine the meaning of a tier 1 word in context	Determine the meaning of the word "record" as it is used in the sentence about using journals to write down thoughts, ideas, and life events.	Reading At Your Own Pace 141, Words in Context: Unit 1 Reading At Your Own Pace 142, Words in Context: Unit 2	**12-E-R-8** Form 12 Level E Reading **Skill:** Recall details in text **Rx:** Reading 221, Main Ideas and Supporting Details: Unit 1 (6.2)
13-E-R-29-P2	Form 13 Level E Reading, Part 2/2	**Key Ideas and Details** **CCRS 3.RI.2** Grade level: B (2nd-3rd) *Determine the main idea of a text; recount the key details and explain how they support the main idea.*	Determine the main idea in a moderately complex text	Select the sentence that best describes the main topic of the passage (that journaling can be useful in many ways).	English At Your Own Pace 215, Introduction to Paragraphs English At Your Own Pace 220, Paragraph Development	**12-E-R-12** Form 12 Level E Reading **Skill:** Support main idea **Rx:** Reading 221, Main Ideas and Supporting Details: Unit 1 (6.2)
13-E-R-30-P2	Form 13 Level E Reading, Part 2/2	**Key Ideas and Details** **CCRS 3.RI.2** Grade level: B (2nd-3rd) *Determine the main idea of a text; recount the key details and explain how they support the main idea.*	Use evidence to support the determination of a main idea in a moderately complex text	Select the sentence from the passage that best supports the main topic by stating that this simple practice improves their lives.	English At Your Own Pace 215, Introduction to Paragraphs English At Your Own Pace 220, Paragraph Development	**12-E-R-14** Form 12 Level E Reading **Skill:** Meaning of on-level words or phrases in context **Rx:** Reading At Your Own Pace 141, Words in Context: Unit 1 + 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-E-R-31-P2	Form 13 Level E Reading, Part 2/2	**Integration of Knowledge and Ideas** **CCRS 3.RI.7** Grade level: B (2nd-3rd) *Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text.*	Use graphics to support understanding of a moderately complex text	Interpret the 50/20/30 Budget table to determine what it shows about allocating money among needs, savings, and wants.	Reading 440, Diagrams and Graphs	**12-E-R-8** Form 12 Level E Reading **Skill:** Recall details in text **Rx:** Reading 221, Main Ideas and Supporting Details: Unit 1 (6.2)
13-E-R-32-P2	Form 13 Level E Reading, Part 2/2	**Key Ideas and Details** **CCRS 3.RI.2** Grade level: B (2nd-3rd) *Determine the main idea of a text; recount the key details and explain how they support the main idea.*	Determine the main idea in a moderately complex text	Determine the main idea of "How to Set a Budget," an informational passage explaining the steps for creating and maintaining a personal spending plan.	English At Your Own Pace 215, Introduction to Paragraphs English At Your Own Pace 220, Paragraph Development	
13-E-R-33-P2	Form 13 Level E Reading, Part 2/2	**Key Ideas and Details** **CCRS 3.RI.2** Grade level: B (2nd-3rd) *Determine the main idea of a text; recount the key details and explain how they support the main idea.*	Use evidence to support the determination of a main idea	Select the sentence from "How to Set a Budget" that best supports the main idea that everyone should have a plan to manage their money.	English At Your Own Pace 215, Introduction to Paragraphs English At Your Own Pace 220, Paragraph Development	
13-E-R-34-P2	Form 13 Level E Reading, Part 2/2	**Craft and Structure, Vocabulary** **CCRS 3.RI.4** Grade level: B (2nd-3rd) *Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a topic or subject area.*	Determine the meaning of a tier 2/multiple meaning word in context	Determine the meaning of the word "account" as used in the sentence about setting up a special savings account for a purchase.	Reading At Your Own Pace 141, Words in Context: Unit 1 Reading At Your Own Pace 142, Words in Context: Unit 2	**12-E-R-25** Form 12 Level E Reading **Skill:** Connect illustration and text **Rx:** Reading 440, Diagrams and Graphs (6.1)
13-E-R-35-P2	Form 13 Level E Reading, Part 2/2	**Craft and Structure, Vocabulary** **CCRS 2.RI.6** Grade level: B (2nd-3rd) *Identify the main purpose of a text, including what the author wants to answer, explain, or describe.*	Identify the main purpose of a pair of slightly complex texts	Identify the shared authorial purpose of two paired informational passages — one on setting a budget and one on saving for a special purchase — both of which explain how to manage money.	English At Your Own Pace 215, Introduction to Paragraphs English At Your Own Pace 220, Paragraph Development	**12-E-R-8** Form 12 Level E Reading **Skill:** Recall details in text **Rx:** Reading 221, Main Ideas and Supporting Details: Unit 1 (6.2)
13-E-R-36-P2	Form 13 Level E Reading, Part 2/2	**Key Ideas and Details** **CCRS 2.RI.1** Grade level: B (2nd-3rd) *Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.*	Respond to basic questions about key details in a moderately complex text	Identify why it is important for a strong password to include eight or more characters, a mix of letters and numbers, a special symbol, and at least one capital letter.	Reading At Your Own Pace 141, Words in Context: Unit 1 Reading At Your Own Pace 142, Words in Context: Unit 2	**12-E-R-8** Form 12 Level E Reading **Skill:** Recall details in text **Rx:** Reading 221, Main Ideas and Supporting Details: Unit 1 (6.2)
13-E-R-37-P2	Form 13 Level E Reading, Part 2/2	**Key Ideas and Details** **CCRS 3.RI.2** Grade level: B (2nd-3rd) *Determine the main idea of a text; recount the key details and explain how they support the main idea.*	Determine the main idea in a moderately complex text	Determine the main idea of an informational passage that provides four tips for staying safe while using the internet.	English At Your Own Pace 215, Introduction to Paragraphs English At Your Own Pace 220, Paragraph Development	**12-E-R-12** Form 12 Level E Reading **Skill:** Support main idea **Rx:** Reading 221, Main Ideas and Supporting Details: Unit 1 (6.2)
13-E-R-38-P2	Form 13 Level E Reading, Part 2/2	**Craft and Structure, Vocabulary** **CCRS 2.RI.6** Grade level: B (2nd-3rd) *Identify the main purpose of a text, including what the author wants to answer, explain, or describe.*	Identify the main purpose of a text feature	Identify the main purpose of the "Special Symbols in Passwords" table.	Reading 440, Diagrams and Graphs	**12-E-R-32A** Form 12 Level E Reading **Skill:** Describe relationship between events **Rx:** Reading At Your Own Pace 205, Cause and Effect + Passage 510, Passage 530
13-E-R-39-P2	Form 13 Level E Reading, Part 2/2	**Integration of Knowledge and Ideas** **CCRS 3.RI.7** Grade level: B (2nd-3rd) *Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text.*	Use graphics to support understanding of a moderately complex text	Based on the table of special symbols in passwords, identify which special symbol is used in place of a letter.	Reading 440, Diagrams and Graphs	**12-E-R-8** Form 12 Level E Reading **Skill:** Recall details in text **Rx:** Reading 221, Main Ideas and Supporting Details: Unit 1 (6.2)

ID	TABE Test / Level	Domain & Standard (CCRS)	Skill Description	Discrete Skill	Pace Prescription	Legacy 11/12 Item
13-E-R-40-P2	Form 13 Level E Reading, Part 2/2	**Key Ideas and Details** **CCRS 2.RI.1** Grade level: B (2nd-3rd) *Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.*	Respond to basic questions about key details in a moderately complex text	Identify the explicitly stated reason why Fritchle designed the interior of his electric car to be roomier, based on details in an informational passage about an early electric car inventor.	Reading At Your Own Pace 141, Words in Context: Unit 1 Reading At Your Own Pace 142, Words in Context: Unit 2	**12-E-R-14** Form 12 Level E Reading **Skill:** Meaning of on-level words or phrases in context **Rx:** Reading At Your Own Pace 141, Words in Context: Unit 1 + Reading At Your Own Pace 142, Words in Context: Unit 2
13-E-R-41-P2	Form 13 Level E Reading, Part 2/2	**Craft and Structure, Vocabulary** **CCRS 3.RI.4** Grade level: B (2nd-3rd) *Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a topic or subject area.*	Determine the meaning of a tier 2 word in context	Determine the meaning of the Tier 2 word "designed" as used in a sentence about Fritchle planning and building his electric car with women's preferences in mind.	Reading At Your Own Pace 141, Words in Context: Unit 1 Reading At Your Own Pace 142, Words in Context: Unit 2	**12-E-R-8** Form 12 Level E Reading **Skill:** Recall details in text **Rx:** Reading 221, Main Ideas and Supporting Details: Unit 1 (6.2)
13-E-R-42-P2	Form 13 Level E Reading, Part 2/2	**Key Ideas and Details** **CCRS 2.RI.1** Grade level: B (2nd-3rd) *Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.*	Respond to basic questions about key details in a moderately complex text	Identify a specific benefit of an electric car (quiet motor) compared to gasoline-powered cars as stated in the passage.	Reading At Your Own Pace 141, Words in Context: Unit 1 Reading At Your Own Pace 142, Words in Context: Unit 2	**12-E-R-10** Form 12 Level E Reading **Skill:** Connect illustration and text **Rx:** Reading 440, Diagrams and Graphs (6.1)
13-E-R-43-P2	Form 13 Level E Reading, Part 2/2	**Integration of Knowledge and Ideas** **CCRS 3.RI.7** Grade level: B (2nd-3rd) *Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text.*	Use graphics to support understanding of a moderately complex text	Use a map graphic to identify what geographic information it conveys about Fritchle's 1,800-mile electric car drive from Nebraska to New York City.	Reading 440, Diagrams and Graphs Reading 452, Maps: Unit 2	**12-E-R-29** Form 12 Level E Reading **Skill:** Connect illustration and text **Rx:** Reading 440, Diagrams and Graphs (6.1)
13-E-R-44-P2	Form 13 Level E Reading, Part 2/2	**Craft and Structure, Vocabulary** **CCRS 2.RI.6** Grade level: B (2nd-3rd) *Identify the main purpose of a text, including what the author wants to answer, explain, or describe.*	Identify the author's purpose in a moderately complex text	Identify the author's main purpose for writing an informational passage about Oliver Fritchle's role in creating one of the first electric-powered cars.	English At Your Own Pace 215, Introduction to Paragraphs English At Your Own Pace 220, Paragraph Development	**12-E-R-8** Form 12 Level E Reading **Skill:** Recall details in text **Rx:** Reading 221, Main Ideas and Supporting Details: Unit 1 (6.2)
14-E-R-1-P2	Form 14 Level E Reading, Part 2/2	**Craft and Structure, Vocabulary** **CCRS 3.RI.4** Grade level: B (2nd-3rd) *Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a topic or subject area.*	Determine the meaning of a tier 1 word in context	Define the common word "products" based on its usage in a sentence describing “deodorants manufactured for testing.”	Reading At Your Own Pace 141, Words in Context: Unit 1 Reading At Your Own Pace 142, Words in Context: Unit 2	**12-E-R-14** Form 12 Level E Reading **Skill:** Meaning of on-level words or phrases in context **Rx:** Reading At Your Own Pace 141, Words in Context: Unit 1 + Reading At Your Own Pace 142, Words in Context: Unit 2
14-E-R-2-P2	Form 14 Level E Reading, Part 2/2	**Key Ideas and Details** **CCRS 2.RI.1** Grade level: B (2nd-3rd) *Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.*	Respond to basic questions about key details in a moderately complex text	Identify the specific physical role or function of a "subject" within a described scientific testing process for deodorant.	English At Your Own Pace 220, Paragraph Development	**12-E-R-8** Form 12 Level E Reading **Skill:** Recall details in text **Rx:** Reading 221, Main Ideas and Supporting Details: Unit 1 (6.2)
14-E-R-3-P2	Form 14 Level E Reading, Part 2/2	**Integration of Knowledge and Ideas** **CCRS 3.RI.7** Grade level: B (2nd-3rd) *Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text.*	Use graphics to support understanding of a moderately complex text	Determine how a secondary text feature (a list of skills in a simple chart) contributes to the reader's understanding of a primary passage about strange jobs.	Reading 440, Diagrams and Graphs	**12-E-R-25** Form 12 Level E Reading **Skill:** Connect illustration and text **Rx:** Reading 440, Diagrams and Graphs (6.1)

ID	TABE Test / Level	Domain & Standard (CCRS)	Skill Description	Discrete Skill	Pace Prescription	Legacy 11/12 Item
14-E-R-4-P2	Form 14 Level E Reading, Part 2/2	**Craft and Structure, Vocabulary** **CCRS 3.RI.4** Grade level: B (2nd-3rd) *Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a topic or subject area.*	Determine the meaning of a tier 2 word in context	Determine the context-specific meaning of the word "proposed" as "suggested" within a historical narrative about the Gateway Arch.	Reading At Your Own Pace 141, Words in Context: Unit 1 Reading At Your Own Pace 142, Words in Context: Unit 2	**12-E-R-14** Form 12 Level E Reading **Skill:** Meaning of on-level words or phrases in context **Rx:** Reading At Your Own Pace 141, Words in Context: Unit 1 + Reading At Your Own Pace 142, Words in Context: Unit 2
14-E-R-5-P2	Form 14 Level E Reading, Part 2/2	**Key Ideas and Details** **CCRS 2.RI.1** Grade level: B (2nd-3rd) *Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.*	Respond to basic questions about key details in a moderately complex text	Identify the specific factual information explained in a concluding paragraph of a historical passage about the Gateway Arch.	English At Your Own Pace 220, Paragraph Development	**12-E-R-8** Form 12 Level E Reading **Skill:** Recall details in text **Rx:** Reading 221, Main Ideas and Supporting Details: Unit 1 (6.2)
14-E-R-6-P2	Form 14 Level E Reading, Part 2/2	**Key Ideas and Details** **CCRS 2.RI.1** Grade level: B (2nd-3rd) *Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.*	Respond to basic questions about key details in a moderately complex text	Locate a specific technical concern or challenge (precision in large-scale structural matching) explicitly mentioned in a text about building the Gateway Arch.	English At Your Own Pace 220, Paragraph Development	**12-E-R-8** Form 12 Level E Reading **Skill:** Recall details in text **Rx:** Reading 221, Main Ideas and Supporting Details: Unit 1 (6.2)
14-E-R-7-P2	Form 14 Level E Reading, Part 2/2	**Key Ideas and Details** **CCRS 3.RI.2** Grade level: B (2nd-3rd) *Determine the main idea of a text; recount the key details and explain how they support the main idea.*	Use details to support the main idea	Identify the specific sentence in an opinion passage that provides evidence for a specific assertion/opinion (choosing appropriate clothing for walking).	English At Your Own Pace 220, Paragraph Development	**12-E-R-12** Form 12 Level E Reading **Skill:** Support main idea **Rx:** Reading 221, Main Ideas and Supporting Details: Unit 1 (6.2)
14-E-R-8-P2	Form 14 Level E Reading, Part 2/2	**Craft and Structure, Vocabulary** **CCRS 3.RI.4** Grade level: B (2nd-3rd) *Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a topic or subject area.*	Determine the nonliteral meaning of a phrase used in a moderately complex text	Interpret the figurative meaning of the phrase "stuck with a problem" within the context of an opinion passage about walking.	Reading At Your Own Pace 141, Words in Context: Unit 1 Reading At Your Own Pace 142, Words in Context: Unit 2	**12-E-R-14** Form 12 Level E Reading **Skill:** Meaning of on-level words or phrases in context **Rx:** Reading At Your Own Pace 141, Words in Context: Unit 1 + Reading At Your Own Pace 142, Words in Context: Unit 2
14-E-R-9-P2	Form 14 Level E Reading, Part 2/2	**Craft and Structure, Vocabulary** **CCRS 2.RI.6** Grade level: B (2nd-3rd) *Identify the main purpose of a text, including what the author wants to answer, explain, or describe.*	Identify the author's purpose in a moderately complex text	Determine the author's primary goal for writing an informational passage intended to encourage a specific healthy habit (walking).	Reading 260, Writer's Purpose	**12-E-R-20B** Form 12 Level E Reading **Skill:** Identify author's purpose **Rx:** Reading 260, Writer's Purpose (7.4)
14-E-R-10-P2	Form 14 Level E Reading, Part 2/2	**Key Ideas and Details** **CCRS 3.RI.2** Grade level: B (2nd-3rd) *Determine the main idea of a text; recount the key details and explain how they support the main idea.*	Determine the main idea in a moderately complex text	Identify the central thesis of an opinion passage regarding the comprehensive health benefits of a simple routine (walking).	English At Your Own Pace 220, Paragraph Development	**12-E-R-12** Form 12 Level E Reading **Skill:** Support main idea **Rx:** Reading 221, Main Ideas and Supporting Details: Unit 1 (6.2)
14-E-R-11-P2	Form 14 Level E Reading, Part 2/2	**Key Ideas and Details** **CCRS 3.RI.2** Grade level: B (2nd-3rd) *Determine the main idea of a text; recount the key details and explain how they support the main idea.*	Use evidence to support the determination of a main idea in a moderately complex text	Select the specific textual evidence that most broadly supports the overall main idea of a passage about walking benefits (support connected prior answer).	English At Your Own Pace 220, Paragraph Development	**12-E-R-13A** Form 12 Level E Reading **Skill:** Support main idea **Rx:** Reading 221, Main Ideas and Supporting Details: Unit 1 (6.2)
14-E-R-12-P2	Form 14 Level E Reading, Part 2/2	**Key Ideas and Details** **CCRS 2.RL.1** Grade level: B (2nd-3rd) *Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.*	Respond to basic questions about key details in a moderately complex text	Recall a specific literal detail about a character's supportive action in a story about the origin of the hummingbird.	English At Your Own Pace 220, Paragraph Development	**12-E-R-8** Form 12 Level E Reading **Skill:** Recall details in text **Rx:** Reading 221, Main Ideas and Supporting Details: Unit 1 (6.2)

ID	TABE Test / Level	Domain & Standard (CCRS)	Skill Description	Discrete Skill	Pace Prescription	Legacy 11/12 Item
14-E-R-13-P2	Form 14 Level E Reading, Part 2/2	**Craft and Structure, Vocabulary** **CCRS 3.RL.4** Grade level: B (2nd-3rd) *Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.*	Determine the meaning of a tier 2 word in context	Identify the meaning of the academic word "persevering" by analyzing clues provided within a character's dialogue in the hummingbird fable.	Reading At Your Own Pace 132, Suffixes: Unit 2	**12-E-R-14** Form 12 Level E Reading **Skill:** Meaning of on-level words or phrases in context **Rx:** Reading At Your Own Pace 141, Words in Context: Unit 1 + Reading At Your Own Pace 142, Words in Context: Unit 2
14-E-R-14-P2	Form 14 Level E Reading, Part 2/2	**Key Ideas and Details** **CCRS 2.RL.1** Grade level: B (2nd-3rd) *Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.*	Respond to basic questions about key details in a moderately complex text	Locate and identify the specific instructions given to a character at the conclusion of a narrative (the hummingbird fable).	English At Your Own Pace 220, Paragraph Development Reading 235, Directions and Instructions	**12-E-R-8** Form 12 Level E Reading **Skill:** Recall details in text **Rx:** Reading 221, Main Ideas and Supporting Details: Unit 1 (6.2)
14-E-R-15-P2	Form 14 Level E Reading, Part 2/2	**Key Ideas and Details** **CCRS 3.RL.3** Grade level: B (2nd-3rd) *Describe the characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.*	Describe an explicit connection between ideas in a slightly to moderately complex text	Identify the chronological starting point or first major event in a narrative sequence from the hummingbird fable.	Reading At Your Own Pace 205, Cause and Effect Passage 510, Passage 530 Reading 210, Sequence of Events	**12-E-R-32A** Form 12 Level E Reading **Skill:** Describe relationship between events **Rx:** Reading At Your Own Pace 205, Cause and Effect + Passage 510, Passage 530
14-E-R-16-P2	Form 14 Level E Reading, Part 2/2	**Craft and Structure, Vocabulary** **CCRS 3.RL.4** Grade level: B (2nd-3rd) *Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.*	Determine the nonliteral meaning of a phrase used in a moderately complex text	Interpret the meaning of a non-standard form of communication described through a metaphorical phrase ("wings forming words") in the hummingbird fable.	Reading At Your Own Pace 141, Words in Context: Unit 1 Reading At Your Own Pace 142, Words in Context: Unit 2	**12-E-R-14** Form 12 Level E Reading **Skill:** Meaning of on-level words or phrases in context **Rx:** Reading At Your Own Pace 141, Words in Context: Unit 1 + Reading At Your Own Pace 142, Words in Context: Unit 2
14-E-R-17-P2	Form 14 Level E Reading, Part 2/2	**Craft and Structure, Vocabulary** **CCRS 3.RI.5** Grade level: B (2nd-3rd) *Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.*	Use text features to locate details in slightly complex texts	Determine which specific question is answered by information provided within a designated section of an informational passage about rocking chairs.	Reading 201, Reading Strategies: Unit 1	**12-E-R-28** Form 12 Level E Reading **Skill:** Use text tools to locate information **Rx:** Reading 201, Reading Strategies: Unit 1 (7.2)
14-E-R-18-P2	Form 14 Level E Reading, Part 2/2	**Key Ideas and Details** **CCRS 2.RI.1** Grade level: B (2nd-3rd) *Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.*	Respond to basic questions about key details in a moderately complex text	Locate a specific supporting detail regarding the health or emotional impact of an activity on a community in an opinion passage about rocking chairs.	English At Your Own Pace 220, Paragraph Development	**12-E-R-8** Form 12 Level E Reading **Skill:** Recall details in text **Rx:** Reading 221, Main Ideas and Supporting Details: Unit 1 (6.2)
14-E-R-19-P2	Form 14 Level E Reading, Part 2/2	**Craft and Structure, Vocabulary** **CCRS 3.RI.4** Grade level: B (2nd-3rd) *Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a topic or subject area.*	Determine the meaning of a tier 1 word in context	Identify the correct academic synonym for a phrase ("close by") within a complex sentence regarding economics in the paired passages about community gardens and public art.	Reading At Your Own Pace 141, Words in Context: Unit 1 Reading At Your Own Pace 142, Words in Context: Unit 2	**12-E-R-14** Form 12 Level E Reading **Skill:** Meaning of on-level words or phrases in context **Rx:** Reading At Your Own Pace 141, Words in Context: Unit 1 + Reading At Your Own Pace 142, Words in Context: Unit 2
14-E-R-20-P2	Form 14 Level E Reading, Part 2/2	**Integration of Knowledge and Ideas** **CCRS 3.RI.9** Grade level: B (2nd-3rd) *Compare and contrast the most important points and key details presented in two texts on the same topic.*	Integrating information from two texts on the same topic to draw a conclusion	Identify a shared thematic concept (bringing people together) across two distinct informational texts (Community Gardens and Why Public Art Matters).	English At Your Own Pace 220, Paragraph Development	

Level M · Reading (88 items)

Level M Reading, Part 1 of 2 (48 items, Forms 13 & 14)

ID	TABE Test / Level	Domain & Standard (CCRS)	Skill Description	Discrete Skill	Pace Prescription	Legacy 11/12 Item
13-M-R-1-P1	Form 13 Level M Reading, Part 1/2	**Craft and Structure, Vocabulary** **CCRS 5.RI.4** Grade level: C (4th-5th) *Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a topic or subject area.*	Determine the meaning of a tier 1 word in context	Select the adjective that has the precise meaning “very large / huge” to correctly describe elephants that can weigh up to 15000 pounds.	Reading At Your Own Pace 142, Words in Context: Unit 2 Reading 130, Clue Words and Phrases in General Context	
13-M-R-2-P1	Form 13 Level M Reading, Part 1/2	**Reading Foundational Skills** **CCRS 4.RF.3** Grade level: C (4th-5th) *Know and apply grade-level phonics and word analysis skills in decoding words.*	With some consistency read unfamiliar multisyllabic words in context	Choose the plural noun that best fits the sentence context (“many unusual _____ of ice cream”) from four similar-sounding options.	Reading 101, Prefixes: Unit 1 Reading 111, Suffixes: Unit 1 Reading 130, Clue Words and Phrases in General Context	
13-M-R-3-P1	Form 13 Level M Reading, Part 1/2	**Reading Foundational Skills** **CCRS 4.RF.3** Grade level: C (4th-5th) *Know and apply grade-level phonics and word analysis skills in decoding words.*	With some consistency read unfamiliar multisyllabic words in context	Select the adjective that best describes a customer who “left the store without making a purchase” after waiting only a few minutes.	Reading 101, Prefixes: Unit 1 Reading 111, Suffixes: Unit 1 Reading 130, Clue Words and Phrases in General Context	
13-M-R-4-P1	Form 13 Level M Reading, Part 1/2	**Reading Foundational Skills** **CCRS 4.RF.3** Grade level: C (4th-5th) *Know and apply grade-level phonics and word analysis skills in decoding words.*	With some consistency read unfamiliar multisyllabic words in context	Choose the noun that correctly completes the sentence describing what a pet can be for people who live alone (emotional/social support).	Reading 101, Prefixes: Unit 1 Reading 111, Suffixes: Unit 1 Reading 130, Clue Words and Phrases in General Context	
13-M-R-5-P1	Form 13 Level M Reading, Part 1/2	**Reading Foundational Skills** **CCRS 4.RF.3** Grade level: C (4th-5th) *Know and apply grade-level phonics and word analysis skills in decoding words.*	Consistently read unfamiliar multisyllabic words without context	Identify which word means “to look carefully” from four options with similar beginnings.	Reading 130, Clue Words and Phrases in General Context	
13-M-R-6-P1	Form 13 Level M Reading, Part 1/2	**Reading Foundational Skills** **CCRS 4.RF.3** Grade level: C (4th-5th) *Know and apply grade-level phonics and word analysis skills in decoding words.*	With some consistency read unfamiliar multisyllabic words in context	Select the adjective that best describes a person who “can calm any crying baby” from four similar-sounding choices.	Reading 101, Prefixes: Unit 1 Reading 111, Suffixes: Unit 1 Reading 130, Clue Words and Phrases in General Context	
13-M-R-7-P1	Form 13 Level M Reading, Part 1/2	**Reading Foundational Skills** **CCRS 4.RF.3** Grade level: C (4th-5th) *Know and apply grade-level phonics and word analysis skills in decoding words.*	With some consistency read unfamiliar multisyllabic words in context	Choose the verb that best fits the context of being surprised or frightened by a loud door slam caused by wind.	Reading 101, Prefixes: Unit 1 Reading 111, Suffixes: Unit 1 Reading 130, Clue Words and Phrases in General Context	
13-M-R-8-P1	Form 13 Level M Reading, Part 1/2	**Craft and Structure, Vocabulary** **CCRS 5.RI.4** Grade level: C (4th-5th) *Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a topic or subject area.*	Determine the meaning of a tier 2 word in context	Use the example context clues (flour, eggs, and sugar used to make cakes and cookies) to identify the meaning of the missing tier 2 word "ingredients," choosing it from four multisyllabic in-words (individuals, ingredients, instruments, invitations).	Reading At Your Own Pace 142, Words in Context: Unit 2 Reading 130, Clue Words and Phrases in General Context	**11-M-R-13** Form 11 Level M Reading **Skill:** Determine the meaning of on-level words or phrases in context **Rx:** Reading 120, Synonyms, Antonyms, and Figures of Speech + 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
13-M-R-9-P1	Form 13 Level M Reading, Part 1/2	**Key Ideas and Details** **CCRS 4.RI.1** Grade level: C (4th-5th) *Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.*	Support explicitly stated ideas with detail from the text	Identify the specific sentence that provides evidence for the claim that specific human actions can accelerate the decomposition process in the Composting passage.	Reading At Your Own Pace 215, Conclusions and Generalizations Reading 241, Cause and Effect: Unit 1	**12-M-R-42A** Form 12 Level M Reading **Skill:** Describe relationship between events **Rx:** Reading 230, Conclusions and Generalizations + Reading 242, Cause and Effect: Unit 2
13-M-R-10-P1	Form 13 Level M Reading, Part 1/2	**Craft and Structure, Vocabulary** **CCRS 5.RI.4** Grade level: C (4th-5th) *Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a topic or subject area.*	Determine the meaning of a tier 2 word in context	Use construction-based context clues (wire mesh wooden bin) to determine the meaning of "enclose" as a method of containment in the composting instructions.	Reading 130, Clue Words and Phrases in General Context Reading 235, Directions and Instructions	**12-M-R-22** Form 12 Level M Reading **Skill:** Determine the meaning of on-level words or phrases in context **Rx:** Reading 130, Clue Words and Phrases in General Context
13-M-R-11-P1	Form 13 Level M Reading, Part 1/2	**Key Ideas and Details** **CCRS 4.RI.1** Grade level: C (4th-5th) *Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.*	Support explicitly stated ideas with detail from the text	Recall or identify explicitly stated details explaining how natural decomposition occurs in an unmanaged forest setting in the Composting passage.	Reading 222, Main Ideas and Supporting Details: Unit 2	**11-M-R-34** Form 11 Level M Reading **Skill:** Describe relationship between events **Rx:** Reading 222, Main Ideas and Supporting Details: Unit 2
13-M-R-12-P1	Form 13 Level M Reading, Part 1/2	**Key Ideas and Details** **CCRS 4.RI.2** Grade level: C (4th-5th) *Determine the main idea of a text and explain how it is supported by key details; summarize the text.*	Determine the main idea of a moderately complex text	Synthesize details about environmental benefits and efficiency to identify the central thesis of the "Composting" passage.	Reading 221, Main Ideas and Supporting Details: Unit 1 Reading 222, Main Ideas and Supporting Details: Unit 2	**11-M-R-36** Form 11 Level M Reading **Skill:** Support main idea **Rx:** Reading 221, Main Ideas and Supporting Details: Unit 1 + Reading 222, Main Ideas and Supporting Details: Unit 2
13-M-R-13-P1	Form 13 Level M Reading, Part 1/2	**Key Ideas and Details** **CCRS 4.RI.1** Grade level: C (4th-5th) *Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.*	Use evidence to support the determination of main idea in a moderately complex text	Select the specific textual detail that provides the strongest foundational evidence for the previously determined main idea of the Composting passage.	Reading 221, Main Ideas and Supporting Details: Unit 1 Reading 222, Main Ideas and Supporting Details: Unit 2	**11-M-R-36** Form 11 Level M Reading **Skill:** Support main idea **Rx:** Reading 221, Main Ideas and Supporting Details: Unit 1 + Reading 222, Main Ideas and Supporting Details: Unit 2
13-M-R-14-P1	Form 13 Level M Reading, Part 1/2	**Key Ideas and Details** **CCRS 4.RI.1** Grade level: C (4th-5th) *Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.*	Support a stated inference with detail from the text	Identify the specific sentence that supports the inference that podcasting is primarily used by the public as a leisure activity in the Podcasting passage.	Reading 221, Main Ideas and Supporting Details: Unit 1 Reading 222, Main Ideas and Supporting Details: Unit 2	**12-M-R-31** Form 12 Level M Reading **Skill:** Draw inferences in text **Rx:** Reading 221, Main Ideas and Supporting Details: Unit 1 + Reading 222, Main Ideas and Supporting Details: Unit 2
13-M-R-15-P1	Form 13 Level M Reading, Part 1/2	**Key Ideas and Details** **CCRS 4.RI.2** Grade level: C (4th-5th) *Determine the main idea of a text and explain how it is supported by key details; summarize the text.*	Determine the main idea of a text	Synthesize information from the passage intro to select the most comprehensive and accurate definition of a "podcast."	Reading 221, Main Ideas and Supporting Details: Unit 1 Reading 222, Main Ideas and Supporting Details: Unit 2	**11-M-R-18** Form 11 Level M Reading **Skill:** Identify main idea **Rx:** Reading 221, Main Ideas and Supporting Details: Unit 1 + Reading 222, Main Ideas and Supporting Details: Unit 2
13-M-R-16-P1	Form 13 Level M Reading, Part 1/2	**Key Ideas and Details** **CCRS 4.RI.3** Grade level: C (4th-5th) *Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.*	Explain an idea based on explicitly stated details	Explain the sequence of digital distribution by identifying "uploading to a platform" as the critical final step for listener access in the Podcasting passage.	Reading 221, Main Ideas and Supporting Details: Unit 1 Reading 222, Main Ideas and Supporting Details: Unit 2 Reading At Your Own Pace 215, Conclusions and Generalizations	**11-M-R-7** Form 11 Level M Reading **Skill:** Describe relationship between events **Rx:** Reading 221, Main Ideas and Supporting Details: Unit 1 + Reading 222, Main Ideas and Supporting Details: Unit 2 + Reading 230, Conclusions and Generalizations

ID	TABE Test / Level	Domain & Standard (CCRS)	Skill Description	Discrete Skill	Pace Prescription	Legacy 11/12 Item
13-M-R-17-P1	Form 13 Level M Reading, Part 1/2	**Integration of Knowledge and Ideas** **CCRS 5.RI.8** Grade level: C (4th-5th) *Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).*	Explain the author's use of evidence to support an idea in moderately complex text	Identify the specific sentence the author uses to support the point that podcasting has commercial potential beyond personal hobby use.	Reading 251, Fact and Opinion: Unit 1 Reading 222, Main Ideas and Supporting Details: Unit 2	**11-M-R-47A** Form 11 Level M Reading **Skill:** How reasons/evidence support author's point **Rx:** Reading 251, Fact and Opinion: Unit 1 + Writing 240, Facts, Details, and Examples
13-M-R-18-P1	Form 13 Level M Reading, Part 1/2	**Integration of Knowledge and Ideas** **CCRS 4.RI.7** Grade level: C (4th-5th) *Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.*	Explain the connection between text and moderately complex graphics	Determine the author's most likely purpose for including the Laptop Podcast Equipment diagram, identifying that it illustrates the minimal hardware a podcaster needs to get started.	Reading 440, Diagrams and Graphs	**11-M-R-9** Form 11 Level M Reading **Skill:** Connect illustration and text **Rx:** Reading 440, Diagrams and Graphs
13-M-R-19-P1	Form 13 Level M Reading, Part 1/2	**Key Ideas and Details** **CCRS 4.RL.1** Grade level: C (4th-5th) *Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.*	Support explicitly stated ideas with detail from the text	Use specific character actions (opening a blog) to identify the exact moment Patrice shifts from a passive to an active problem-solver in the literary passage “Tom’s Ottomans.”	Reading At Your Own Pace 200, Introduction to Character Reading 201, Reading Strategies: Unit 1	
13-M-R-20-P1	Form 13 Level M Reading, Part 1/2	**Craft and Structure, Vocabulary** **CCRS 5.RL.6** Grade level: C (4th-5th) *Describe how a narrator's or speaker's point of view influences how events are described.*	Describe how narrative point of view influences how events are described	Analyze how a third-person limited perspective reveals the conflict between a character’s polite exterior and their internal frustration in “Tom’s Ottomans.”	Reading 600, Types of Literature Reading 120, Synonyms, Antonyms, and Figures of Speech	
13-M-R-21-P1	Form 13 Level M Reading, Part 1/2	**Key Ideas and Details** **CCRS 4.RL.1** Grade level: C (4th-5th) *Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.*	Support a stated inference with detail from the text	Select the sentence that best supports the third-person point of view identified in Item 20, choosing the detail that contrasts Patrice's internal thoughts (plotting to move the ottoman) with her outwardly supportive response in "Tom's Ottomans."	Reading At Your Own Pace 215, Conclusions and Generalizations Reading 241, Cause and Effect: Unit 1	**12-M-R-42A** Form 12 Level M Reading **Skill:** Describe relationship between events **Rx:** Reading 230, Conclusions and Generalizations + Reading 242, Cause and Effect: Unit 2
13-M-R-22-P1	Form 13 Level M Reading, Part 1/2	**Key Ideas and Details** **CCRS 4.RL.1** Grade level: C (4th-5th) *Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.*	Support a stated inference with detail from the text	Identify the sentence that best supports the inference that Tom's ottoman collecting has become excessive, selecting the detail about the seventh ottoman's outlandish description (leopard-print fabric and fake diamonds) in "Tom's Ottomans."	Reading 221, Main Ideas and Supporting Details: Unit 1 Reading 222, Main Ideas and Supporting Details: Unit 2	**12-M-R-31** Form 12 Level M Reading **Skill:** Draw inferences in text **Rx:** Reading 221, Main Ideas and Supporting Details: Unit 1 + Reading 222, Main Ideas and Supporting Details: Unit 2
13-M-R-23-P1	Form 13 Level M Reading, Part 1/2	**Key Ideas and Details** **CCRS 4.RL.2** Grade level: C (4th-5th) *Determine a theme of a story, drama, or poem from details in the text; summarize the text.*	Determine the theme of a text across varying text complexities	Analyze character interactions and the resolution to determine the overarching theme regarding the social influence of friends in “Tom’s Ottomans.”	Reading 222, Main Ideas and Supporting Details: Unit 2 Reading 600, Types of Literature	**11-M-R-3** Form 11 Level M Reading **Skill:** Identify main idea **Rx:** Reading 222, Main Ideas and Supporting Details: Unit 2 + Reading 625, American Literature
13-M-R-24-P1	Form 13 Level M Reading, Part 1/2	**Craft and Structure, Vocabulary** **CCRS 5.RL.4** Grade level: C (4th-5th) *Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.*	Determine the meaning of figurative language (sentence level)	Interpret the functional meaning of the “like a hurdler” analogy to describe the physical frustration and domestic disruption caused by the hobby in “Tom’s Ottomans.”	Reading 605, Techniques of Poetry Reading 600, Types of Literature	**11-M-R-30A** Form 11 Level M Reading **Skill:** Field Test Item **Rx:** Reading 605, Techniques of Poetry + Reading 625, American Literature

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14-M-R-1-P1	Form 14 Level M Reading, Part 1/2	**Craft and Structure, Vocabulary** **CCRS 5.RI.4** Grade level: C (4th-5th) *Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a topic or subject area.*	Determine the meaning of a tier 1 word in context	Select the word that has the precise meaning “to run fast” from four similar-sounding options.	Reading At Your Own Pace 142, Words in Context: Unit 2 Reading 130, Clue Words and Phrases in General Context	
14-M-R-2-P1	Form 14 Level M Reading, Part 1/2	**Reading Foundational Skills** **CCRS 4.RF.3** Grade level: C (4th-5th) *Know and apply grade-level phonics and word analysis skills in decoding words.*	With some consistency read unfamiliar multisyllabic words in context	Select the word that correctly completes a sentence about putting salt on popcorn, choosing from four multisyllabic words beginning with "s."	Reading 101, Prefixes: Unit 1 Reading 111, Suffixes: Unit 1 Reading 130, Clue Words and Phrases in General Context	
14-M-R-3-P1	Form 14 Level M Reading, Part 1/2	**Reading Foundational Skills** **CCRS 4.RF.3** Grade level: C (4th-5th) *Know and apply grade-level phonics and word analysis skills in decoding words.*	With some consistency read unfamiliar multisyllabic words in context	Select the noun that correctly names the person “who starred in the play” from four similar-sounding choices.	Reading 101, Prefixes: Unit 1 Reading 111, Suffixes: Unit 1 Reading 130, Clue Words and Phrases in General Context	
14-M-R-4-P1	Form 14 Level M Reading, Part 1/2	**Reading Foundational Skills** **CCRS 4.RF.3** Grade level: C (4th-5th) *Know and apply grade-level phonics and word analysis skills in decoding words.*	With some consistency read unfamiliar multisyllabic words in context	Choose the adjective that best completes the sentence describing the blue whale as “the largest animal in the world.”	Reading 101, Prefixes: Unit 1 Reading 111, Suffixes: Unit 1 Reading 130, Clue Words and Phrases in General Context	
14-M-R-5-P1	Form 14 Level M Reading, Part 1/2	**Reading Foundational Skills** **CCRS 4.RF.3** Grade level: C (4th-5th) *Know and apply grade-level phonics and word analysis skills in decoding words.*	With some consistency read unfamiliar multisyllabic words in context	Select the verb that correctly completes a sentence in which a boss responds to an excellent employee, choosing from four multisyllabic words beginning with different letters.	Reading 101, Prefixes: Unit 1 Reading 111, Suffixes: Unit 1 Reading 130, Clue Words and Phrases in General Context	
14-M-R-6-P1	Form 14 Level M Reading, Part 1/2	**Reading Foundational Skills** **CCRS 4.RF.3** Grade level: C (4th-5th) *Know and apply grade-level phonics and word analysis skills in decoding words.*	With some consistency read unfamiliar multisyllabic words in context	Choose the plural noun that correctly completes the sentence referring to items advertised on television.	Reading 101, Prefixes: Unit 1 Reading 111, Suffixes: Unit 1 Reading 130, Clue Words and Phrases in General Context	
14-M-R-7-P1	Form 14 Level M Reading, Part 1/2	**Reading Foundational Skills** **CCRS 4.RF.3** Grade level: C (4th-5th) *Know and apply grade-level phonics and word analysis skills in decoding words.*	With some consistency read unfamiliar multisyllabic words in context	Select the verb that correctly completes a sentence about appreciating a neighbor's help with a vegetable garden, choosing from four multisyllabic words beginning with "app.	Reading 101, Prefixes: Unit 1 Reading 111, Suffixes: Unit 1 Reading 130, Clue Words and Phrases in General Context	
14-M-R-8-P1	Form 14 Level M Reading, Part 1/2	**Reading Foundational Skills** **CCRS 4.RF.3** Grade level: C (4th-5th) *Know and apply grade-level phonics and word analysis skills in decoding words.*	Consistently read unfamiliar multisyllabic words without context	Identify the adverb that means “in a fast way” from four options with similar beginnings.	Reading 101, Prefixes: Unit 1 Reading 111, Suffixes: Unit 1 Reading 112, Suffixes: Unit 2	
14-M-R-9-P1	Form 14 Level M Reading, Part 1/2	**Key Ideas and Details** **CCRS 4.RI.1** Grade level: C (4th-5th) *Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.*	Support explicitly stated ideas with detail from the text	Identify the specific reason fog is a key water source for the Namib Desert beetle, using the passage's explicit statement that fog rolls in several times a week while rain is scarce.	Reading 222, Main Ideas and Supporting Details: Unit 2	**11-M-R-34** Form 11 Level M Reading **Skill:** Describe relationship between events **Rx:** Reading 222, Main Ideas and Supporting Details: Unit 2

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14-M-R-10-P1	Form 14 Level M Reading, Part 1/2	**Integration of Knowledge and Ideas** **CCRS 4.RI.7** Grade level: C (4th-5th) *Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.*	Explain the connection between text and moderately complex graphics	Explain how the beetle's physical orientation in the diagram facilitates the collection and flow of water.	Reading 440, Diagrams and Graphs	**11-M-R-9** Form 11 Level M Reading **Skill:** Connect illustration and text **Rx:** Reading 440, Diagrams and Graphs
14-M-R-11-P1	Form 14 Level M Reading, Part 1/2	**Craft and Structure, Vocabulary** **CCRS 5.RI.4** Grade level: C (4th-5th) *Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a topic or subject area.*	Determine the meaning of a tier 2 word in context	Identify 'copy' as the functional synonym for the academic verb 'imitate' within a technical design context.	Reading At Your Own Pace 142, Words in Context: Unit 2 Reading 130, Clue Words and Phrases in General Context	**12-M-R-22** Form 12 Level M Reading **Skill:** Determine the meaning of on-level words or phrases in context **Rx:** Reading 130, Clue Words and Phrases in General Context
14-M-R-12-P1	Form 14 Level M Reading, Part 1/2	**Key Ideas and Details** **CCRS 4.RI.1** Grade level: C (4th-5th) *Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.*	Support explicitly stated ideas with detail from the text	Identify the specific reason Whale Power uses bumps on blade edges, based on the passage's explicit explanation that the bumps improve the blades' aerodynamic efficiency.	Reading At Your Own Pace 215, Conclusions and Generalizations Reading 241, Cause and Effect: Unit 1	**12-M-R-42A** Form 12 Level M Reading **Skill:** Describe relationship between events **Rx:** Reading 230, Conclusions and Generalizations + Reading 242, Cause and Effect: Unit 2
14-M-R-13-P1	Form 14 Level M Reading, Part 1/2	**Key Ideas and Details** **CCRS 4.RI.1** Grade level: C (4th-5th) *Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.*	Support a stated inference with detail from the text	Connect the engineering of more efficient blades to the broader outcome of increased electricity production, to support the answer provided on the previous test question.	Reading 222, Main Ideas and Supporting Details: Unit 2	**11-M-R-34** Form 11 Level M Reading **Skill:** Describe relationship between events **Rx:** Reading 222, Main Ideas and Supporting Details: Unit 2
14-M-R-14-P1	Form 14 Level M Reading, Part 1/2	**Craft and Structure, Vocabulary** **CCRS 5.RI.5** Grade level: C (4th-5th) *Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.*	Use evidence to support comparisons of the structure of moderately to very complex texts	Compare the overall organizational structure of "Harvesting Water Like a Desert Beetle" with that of "Whale Wind Turbines," identifying how the two texts differ structurally (problem-solution vs. cause and effect).	Reading 201, Reading Strategies: Unit 1 Reading 222, Main Ideas and Supporting Details: Unit 2	**11-M-R-6** Form 11 Level M Reading **Skill:** Use text tools to locate information **Rx:** Reading 201, Reading Strategies: Unit 1 + Reading 222, Main Ideas and Supporting Details: Unit 2
14-M-R-15-P1	Form 14 Level M Reading, Part 1/2	**Key Ideas and Details** **CCRS 4.RI.1** Grade level: C (4th-5th) *Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.*	Support explicitly stated ideas with detail from the text	Identify which statement is supported by a given sentence from a passage, by determining the specific physiological traits (keen smell and soft mouths) that qualify spaniels for turtle retrieval.	Reading At Your Own Pace 215, Conclusions and Generalizations Reading 241, Cause and Effect: Unit 1	**12-M-R-42A** Form 12 Level M Reading **Skill:** Describe relationship between events **Rx:** Reading 230, Conclusions and Generalizations + Reading 242, Cause and Effect: Unit 2
14-M-R-16-P1	Form 14 Level M Reading, Part 1/2	**Craft and Structure, Vocabulary** **CCRS 5.RI.4** Grade level: C (4th-5th) *Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a topic or subject area.*	Determine the meaning of a tier 2 word in context	Define the scientific Tier 2 verb 'inhabit' as 'live in' based on its relationship to the health of ecosystems.	Reading At Your Own Pace 142, Words in Context: Unit 2 Reading 130, Clue Words and Phrases in General Context	**11-M-R-13** Form 11 Level M Reading **Skill:** Determine the meaning of on-level words or phrases in context **Rx:** Reading 120, Synonyms, Antonyms, and Figures of Speech + 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-M-R-17-P1	Form 14 Level M Reading, Part 1/2	**Key Ideas and Details** **CCRS 4.RI.1** Grade level: C (4th-5th) *Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.*	Use evidence to support the determination of main idea in a moderately complex text	Select the specific sentence that explicitly links the act of tracking to the 'important service' of species survival.	Reading 221, Main Ideas and Supporting Details: Unit 1 Reading 222, Main Ideas and Supporting Details: Unit 2 Reading At Your Own Pace 215, Conclusions and Generalizations	**12-M-R-26** Form 12 Level M Reading **Skill:** Identify main idea **Rx:** Reading 221, Main Ideas and Supporting Details: Unit 1 + Reading 222, Main Ideas and Supporting Details: Unit 2 + Reading 230, Conclusions and Generalizations
14-M-R-18-P1	Form 14 Level M Reading, Part 1/2	**Craft and Structure, Vocabulary** **CCRS 4.RI.5** Grade level: C (4th-5th) *Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.*	Describe the structure of a moderately complex text	Identify the overall text structure of "Hitchhiker Birds" — a passage that describes the physical behaviors and uncertain benefits of birds that ride on large animals — selecting from four structural options.	Reading 201, Reading Strategies: Unit 1 Reading 222, Main Ideas and Supporting Details: Unit 2	**11-M-R-25A** Form 11 Level M Reading **Skill:** Use text tools to locate information **Rx:** Reading 201, Reading Strategies: Unit 1 + Reading 222, Main Ideas and Supporting Details: Unit 2
14-M-R-19-P1	Form 14 Level M Reading, Part 1/2	**Key Ideas and Details** **CCRS 4.RI.2** Grade level: C (4th-5th) *Determine the main idea of a text and explain how it is supported by key details; summarize the text.*	Determine the main idea of a moderately complex text	Synthesize the details of mutual protection and feeding to identify the central idea of the 'Stinging Pompoms' text.	Reading 221, Main Ideas and Supporting Details: Unit 1 Reading 222, Main Ideas and Supporting Details: Unit 2	**11-M-R-36** Form 11 Level M Reading **Skill:** Support main idea **Rx:** Reading 221, Main Ideas and Supporting Details: Unit 1 + Reading 222, Main Ideas and Supporting Details: Unit 2
14-M-R-20-P1	Form 14 Level M Reading, Part 1/2	**Craft and Structure, Vocabulary** **CCRS 5.RI.4** Grade level: C (4th-5th) *Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a topic or subject area.*	Determine the meaning of a tier 2 term using passage-level context	Identify 'mutualism' as the domain-specific term defining a relationship where two different organisms both benefit.	Reading 125, Definitions and Explanations Reading 130, Clue Words and Phrases in General Context	**12-M-R-33A** Form 12 Level M Reading **Skill:** Field Test Item **Rx:** Reading 120, Synonyms, Antonyms, and Figures of Speech + Reading 605, Techniques of Poetry + Reading 615, Elements of Literary Character
14-M-R-21-P1	Form 14 Level M Reading, Part 1/2	**Key Ideas and Details** **CCRS 4.RI.1** Grade level: C (4th-5th) *Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.*	Support explicitly stated ideas with detail from the text	Recall the specific defensive reason (deterring or fighting off predators) why a crab seeks out an anemone.	Reading 222, Main Ideas and Supporting Details: Unit 2	**11-M-R-34** Form 11 Level M Reading **Skill:** Describe relationship between events **Rx:** Reading 222, Main Ideas and Supporting Details: Unit 2
14-M-R-22-P1	Form 14 Level M Reading, Part 1/2	**Key Ideas and Details** **CCRS 4.RI.1** Grade level: C (4th-5th) *Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.*	Support a stated inference with detail from the text	Identify the specific textual evidence that links the anemone's 'stinging tentacles' to the crab's ability to fight, supporting the answer to the previous test question.	Reading At Your Own Pace 215, Conclusions and Generalizations Reading 241, Cause and Effect: Unit 1	**12-M-R-42A** Form 12 Level M Reading **Skill:** Describe relationship between events **Rx:** Reading 230, Conclusions and Generalizations + Reading 242, Cause and Effect: Unit 2
14-M-R-23-P1	Form 14 Level M Reading, Part 1/2	**Craft and Structure, Vocabulary** **CCRS 5.RI.6** Grade level: C (4th-5th) *Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.*	Compare points of view between multiple moderately complex texts on the same topic	Identify the specific point of divergence where 'Hitchhiker Birds' questions if a relationship might actually be harmful.	Reading 260, Writer's Purpose Reading 251, Fact and Opinion: Unit 1 Reading At Your Own Pace 215, Conclusions and Generalizations	
14-M-R-24-P1	Form 14 Level M Reading, Part 1/2	**Integration of Knowledge and Ideas** **CCRS 5.RI.9** Grade level: C (4th-5th) *Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.*	Integrating information from two texts on the same topic to draw a conclusion	Draw a shared conclusion that mutualistic relationships are a universal phenomenon occurring in both land and sea.	Reading At Your Own Pace 215, Conclusions and Generalizations Reading 201, Reading Strategies: Unit 1	

Level M Reading, Part 2 of 2 (40 items, Forms 13 & 14)

ID	TABE Test / Level	Domain & Standard (CCRS)	Skill Description	Discrete Skill	Pace Prescription	Legacy 11/12 Item
13-M-R-1-P2	Form 13 Level M Reading, Part 2/2	**Integration of Knowledge and Ideas** **CCRS 4.RI.7** Grade level: C (4th-5th) *Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.*	Explain the connection between text and moderately complex graphics	Identify how the labeled diagram of stalagmites and stalactites in the "Caving" passage helps readers understand the text, recognizing that the illustration shows what the two cave formations look like.	Reading 451, Maps: Unit 1 Reading 260, Writer's Purpose	**11-M-R-46A** Form 11 Level M Reading **Skill:** Identify author's purpose **Rx:** Reading 451, Maps: Unit 1 + Reading 260, Writer's Purpose
13-M-R-2-P2	Form 13 Level M Reading, Part 2/2	**Key Ideas and Details** **CCRS 4.RI.1** Grade level: C (4th-5th) *Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.*	Support explicitly stated ideas with detail	Identify specific sensory details (cascading waterfalls rock formations) that provide evidence of the aesthetic appeal of caves.	Reading 221, Main Ideas and Supporting Details: Unit 1	**12-M-R-47A** Form 12 Level M Reading **Skill:** Recall details in text **Rx:** Reading 221, Main Ideas and Supporting Details: Unit 1
13-M-R-3-P2	Form 13 Level M Reading, Part 2/2	**Craft and Structure, Vocabulary** **CCRS 4.RI.5** Grade level: C (4th-5th) *Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.*	Describe the structure of a moderately to very complex text	Identify the problem-solution structure used to present caving challenges (dampness rock bumping) in a two-paragraph passage excerpt.	Reading 201, Reading Strategies: Unit 1 Reading 222, Main Ideas and Supporting Details: Unit 2	**11-M-R-25A** Form 11 Level M Reading **Skill:** Use text tools to locate information **Rx:** Reading 201, Reading Strategies: Unit 1 + Reading 222, Main Ideas and Supporting Details: Unit 2
13-M-R-4-P2	Form 13 Level M Reading, Part 2/2	**Craft and Structure, Vocabulary** **CCRS 4.RI.5** Grade level: C (4th-5th) *Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.*	Describe the structure of a moderately to very complex text	Identify the overarching organizational structure used in a passage to present the ecological threat of highways and the corresponding engineering solution.	Reading 201, Reading Strategies: Unit 1 Reading 222, Main Ideas and Supporting Details: Unit 2	**11-M-R-25A** Form 11 Level M Reading **Skill:** Use text tools to locate information **Rx:** Reading 201, Reading Strategies: Unit 1 + Reading 222, Main Ideas and Supporting Details: Unit 2
13-M-R-5-P2	Form 13 Level M Reading, Part 2/2	**Integration of Knowledge and Ideas** **CCRS 4.RI.7** Grade level: C (4th-5th) *Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.*	Explain the connection between text and moderately complex graphics	Explain how the culvert illustration supports the text's claim that natural plantings help animals feel safe enough to use a crossing.	Reading 451, Maps: Unit 1 Reading 260, Writer's Purpose	**11-M-R-46A** Form 11 Level M Reading **Skill:** Identify author's purpose **Rx:** Reading 451, Maps: Unit 1 + Reading 260, Writer's Purpose
13-M-R-6-P2	Form 13 Level M Reading, Part 2/2	**Craft and Structure, Vocabulary** **CCRS 5.RI.4** Grade level: C (4th-5th) *Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a topic or subject area.*	Determine the meaning of a tier 2 word in context	Interpret the meaning of the academic term "disrupt" based on its context regarding the environmental fragmentation caused by roads.	Reading At Your Own Pace 142, Words in Context: Unit 2 Reading 130, Clue Words and Phrases in General Context	**12-M-R-22** Form 12 Level M Reading **Skill:** Determine the meaning of on-level words or phrases in context **Rx:** Reading 130, Clue Words and Phrases in General Context
13-M-R-7-P2	Form 13 Level M Reading, Part 2/2	**Key Ideas and Details** **CCRS 4.RI.1** Grade level: C (4th-5th) *Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.*	Support explicitly stated ideas with detail	Recall the specific scientific observation (lack of bacteria near mold) that prompted Alexander Fleming to initiate his study.	Reading 222, Main Ideas and Supporting Details: Unit 2	**11-M-R-34** Form 11 Level M Reading **Skill:** Describe relationship between events **Rx:** Reading 222, Main Ideas and Supporting Details: Unit 2

ID	TABE Test / Level	Domain & Standard (CCRS)	Skill Description	Discrete Skill	Pace Prescription	Legacy 11/12 Item
13-M-R-8-P2	Form 13 Level M Reading, Part 2/2	**Key Ideas and Details** **CCRS 4.RI.2** Grade level: C (4th-5th) *Determine the main idea of a text and explain how it is supported by key details; summarize the text.*	Determine the main idea of a moderately complex text	Synthesize the narrative of an accidental discovery with its global impact to identify the central idea of “The Miracle Discovery.”	Reading 221, Main Ideas and Supporting Details: Unit 1 Reading 222, Main Ideas and Supporting Details: Unit 2	**11-M-R-18** Form 11 Level M Reading **Skill:** Identify main idea **Rx:** Reading 221, Main Ideas and Supporting Details: Unit 1 + Reading 222, Main Ideas and Supporting Details: Unit 2
13-M-R-9-P2	Form 13 Level M Reading, Part 2/2	**Key Ideas and Details** **CCRS 4.RI.1** Grade level: C (4th-5th) *Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.*	Support a stated inference with detail from the text	Identify the main point supported by the paragraph describing Will Kellogg's continued experimentation with corn flakes and decision to sell to people outside the health spa in "The Forgotten Dough."	Reading 221, Main Ideas and Supporting Details: Unit 1 Reading 222, Main Ideas and Supporting Details: Unit 2 Reading At Your Own Pace 215, Conclusions and Generalizations	**11-M-R-45** Form 11 Level M Reading **Skill:** Draw inferences in text **Rx:** Reading 221, Main Ideas and Supporting Details: Unit 1 + Reading 222, Main Ideas and Supporting Details: Unit 2 + Reading 230, Conclusions and Generalizations
13-M-R-10-P2	Form 13 Level M Reading, Part 2/2	**Key Ideas and Details** **CCRS 4.RI.3** Grade level: C (4th-5th) *Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.*	Use details to describe an explicit connection between ideas	Identify the biological cause (organism growth/fermentation) that resulted in the unexpected texture of the wheat dough.	Reading 222, Main Ideas and Supporting Details: Unit 2	**11-M-R-34** Form 11 Level M Reading **Skill:** Describe relationship between events **Rx:** Reading 222, Main Ideas and Supporting Details: Unit 2
13-M-R-11-P2	Form 13 Level M Reading, Part 2/2	**Integration of Knowledge and Ideas** **CCRS 5.RI.9** Grade level: C (4th-5th) *Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.*	Integrate information from two texts on the same topic to identify a shared idea	Synthesize the narratives of two informational passages ("The Forgotten Dough" and "The Miracle Discovery") to identify the shared opinion that accidental discoveries can lead to valuable learning and lasting impact.	Reading At Your Own Pace 215, Conclusions and Generalizations Reading 201, Reading Strategies: Unit 1	
13-M-R-12-P2	Form 13 Level M Reading, Part 2/2	**Key Ideas and Details** **CCRS 4.RL.1** Grade level: C (4th-5th) *Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.*	Support a stated inference with detail from the text	Identify the specific physical gesture (raised eyebrow) that serves as evidence of Jim’s initial skepticism toward the genie’s claim in the literary passage.	Reading At Your Own Pace 215, Conclusions and Generalizations Reading 241, Cause and Effect: Unit 1	**12-M-R-42A** Form 12 Level M Reading **Skill:** Describe relationship between events **Rx:** Reading 230, Conclusions and Generalizations + Reading 242, Cause and Effect: Unit 2
13-M-R-13-P2	Form 13 Level M Reading, Part 2/2	**Craft and Structure, Vocabulary** **CCRS 5.RL.6** Grade level: C (4th-5th) *Describe how a narrator's or speaker's point of view influences how events are described.*	Describe how a different narrative point of view would influence how events are described	Evaluate how shifting to a genie’s first-person perspective would fundamentally change the reader’s access to supernatural truth versus party trickery.	Reading 600, Types of Literature Reading 120, Synonyms, Antonyms, and Figures of Speech	
13-M-R-14-P2	Form 13 Level M Reading, Part 2/2	**Craft and Structure, Vocabulary** **CCRS 5.RL.4** Grade level: C (4th-5th) *Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.*	Determine the meaning of common idioms in context	Use conversational context to determine that the idiom “keep the ball rolling” refers to the social effort of maintaining a conversation.	Reading 120, Synonyms, Antonyms, and Figures of Speech Reading 600, Types of Literature	**11-M-R-28** Form 11 Level M Reading **Skill:** Field Test Item **Rx:** Reading 120, Synonyms, Antonyms, and Figures of Speech + Reading 625, American Literature
13-M-R-15-P2	Form 13 Level M Reading, Part 2/2	**Key Ideas and Details** **CCRS 4.RI.1** Grade level: C (4th-5th) *Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.*	Support explicitly stated ideas with detail	Recall the specific functional duties of a citizen scientist (reviewing media and documenting observations) as stated in the text.	Reading 222, Main Ideas and Supporting Details: Unit 2	**11-M-R-34** Form 11 Level M Reading **Skill:** Describe relationship between events **Rx:** Reading 222, Main Ideas and Supporting Details: Unit 2

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13-M-R-16-P2	Form 13 Level M Reading, Part 2/2	**Key Ideas and Details** **CCRS 4.RI.3** Grade level: C (4th-5th) *Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.*	Explain an idea based on explicitly stated details	Explain the relationship between human labor and automation by identifying how citizen scientists provide the “training” data for computers.	Reading 221, Main Ideas and Supporting Details: Unit 1 Reading 222, Main Ideas and Supporting Details: Unit 2 Reading At Your Own Pace 215, Conclusions and Generalizations	**11-M-R-7** Form 11 Level M Reading **Skill:** Describe relationship between events **Rx:** Reading 221, Main Ideas and Supporting Details: Unit 1 + Reading 222, Main Ideas and Supporting Details: Unit 2 + Reading 230, Conclusions and Generalizations
13-M-R-17-P2	Form 13 Level M Reading, Part 2/2	**Key Ideas and Details** **CCRS 4.RI.3** Grade level: C (4th-5th) *Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.*	Use details to describe an explicit connection between ideas	Identify the primary reason Hawaiian snapper and grouper populations may be threatened, using details from "Ocean Eyes" that describe the fish's importance as a food source and economic resource.	Reading At Your Own Pace 215, Conclusions and Generalizations Reading 241, Cause and Effect: Unit 1	**12-M-R-7** Form 12 Level M Reading **Skill:** Describe relationship between events **Rx:** Reading 230, Conclusions and Generalizations + Reading 241, Cause and Effect: Unit 1 + Reading 242, Cause and Effect: Unit 2
13-M-R-18-P2	Form 13 Level M Reading, Part 2/2	**Integration of Knowledge and Ideas** **CCRS 5.RI.9** Grade level: C (4th-5th) *Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.*	Integrate information from two texts on the same topic to identify a shared idea	Identify the idea supported by both "Bird Watching" and "Ocean Eyes," recognizing that both passages present citizen science as a way for anyone to contribute to the preservation of animal populations.	Reading At Your Own Pace 215, Conclusions and Generalizations Reading 201, Reading Strategies: Unit 1	
13-M-R-19-P2	Form 13 Level M Reading, Part 2/2	**Craft and Structure, Vocabulary** **CCRS 5.RI.6** Grade level: C (4th-5th) *Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.*	Compare the point of view across multiple texts on the same topic	Identify the shared perspective of both authors concerning the significant value that citizen science adds to professional research.	Reading 251, Fact and Opinion: Unit 1 Reading At Your Own Pace 215, Conclusions and Generalizations	**11-M-R-20** Form 11 Level M Reading **Skill:** Identify author's/s' point of view **Rx:** Reading 251, Fact and Opinion + Reading 230, Conclusions and Generalizations
13-M-R-20-P2	Form 13 Level M Reading, Part 2/2	**Integration of Knowledge and Ideas** **CCRS 5.RI.9** Grade level: C (4th-5th) *Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.*	Integrating information from two texts on the same topic to draw a conclusion	Select the specific sentence from either text that provides the strongest direct support for the authors’ shared positive view of public research (to support prior response Item 19).	Reading At Your Own Pace 215, Conclusions and Generalizations Reading 201, Reading Strategies: Unit 1	
14-M-R-1-P2	Form 14 Level M Reading, Part 2/2	**Key Ideas and Details** **CCRS 4.RI.1** Grade level: C (4th-5th) *Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.*	Make an inference of a very complex text based on evidence	Use the passage's explanation that abstract art inspires curiosity and relies on imagination to infer why the women could not find a literal train in the painting "The Train Also Rises."	Reading 221, Main Ideas and Supporting Details: Unit 1 Reading 222, Main Ideas and Supporting Details: Unit 2 Reading At Your Own Pace 215, Conclusions and Generalizations	**11-M-R-45** Form 11 Level M Reading **Skill:** Draw inferences in text **Rx:** Reading 221, Main Ideas and Supporting Details: Unit 1 + Reading 222, Main Ideas and Supporting Details: Unit 2 + Reading 230, Conclusions and Generalizations
14-M-R-2-P2	Form 14 Level M Reading, Part 2/2	**Craft and Structure, Vocabulary** **CCRS 5.RI.4** Grade level: C (4th-5th) *Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a topic or subject area.*	Determine the meaning of a tier 2 word in context	Interpret 'impression' as a subjective 'idea or feeling' within the specific context of the Impressionist art movement.	Reading At Your Own Pace 142, Words in Context: Unit 2 Reading 130, Clue Words and Phrases in General Context	**12-M-R-22** Form 12 Level M 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-M-R-3-P2	Form 14 Level M Reading, Part 2/2	**Key Ideas and Details** **CCRS 4.RI.1** Grade level: C (4th-5th) *Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.*	Support explicitly stated ideas with detail from the text	Identify the detail from "What Is Abstract Art?" that best indicates abstract art can be interpreted differently by each viewer, by selecting the sentence that references curiosity and individual imagination.	Reading At Your Own Pace 215, Conclusions and Generalizations Reading 241, Cause and Effect: Unit 1	**12-M-R-42A** Form 12 Level M Reading **Skill:** Describe relationship between events **Rx:** Reading 230, Conclusions and Generalizations + Reading 242, Cause and Effect: Unit 2
14-M-R-4-P2	Form 14 Level M Reading, Part 2/2	**Craft and Structure, Vocabulary** **CCRS 5.RL.4** Grade level: C (4th-5th) *Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.*	Determine the meaning of figurative language (sentence level)	Interpret the figurative phrase 'campaign of hints' as a series of social suggestions intended to prompt a departure.	Reading 120, Synonyms, Antonyms, and Figures of Speech Reading 600, Types of Literature	**11-M-R-28** Form 11 Level M Reading **Skill:** Field Test Item **Rx:** Reading 120, Synonyms, Antonyms, and Figures of Speech + Reading 625, American Literature
14-M-R-5-P2	Form 14 Level M Reading, Part 2/2	**Key Ideas and Details** **CCRS 4.RL.2** Grade level: C (4th-5th) *Determine a theme of a story, drama, or poem from details in the text; summarize the text.*	Summarize a literary text	Synthesize the events of the visit and the final escape to identify the most accurate summary of 'The Long Hangout'.	Reading 222, Main Ideas and Supporting Details: Unit 2 Reading 600, Types of Literature	**11-M-R-3** Form 11 Level M Reading **Skill:** Identify main idea **Rx:** Reading 222, Main Ideas and Supporting Details: Unit 2 + Reading 625, American Literature
14-M-R-6-P2	Form 14 Level M Reading, Part 2/2	**Craft and Structure, Vocabulary** **CCRS 5.RL.6** Grade level: C (4th-5th) *Describe how a narrator's or speaker's point of view influences how events are described.*	Describe how narrative point of view influences how events are described	Analyze how Samina's perspective reveals her internal conflict between being a polite host and an exhausted employee.	Reading 600, Types of Literature Reading At Your Own Pace 200, Introduction to Character	
14-M-R-7-P2	Form 14 Level M Reading, Part 2/2	**Key Ideas and Details** **CCRS 4.RL.2** Grade level: C (4th-5th) *Determine a theme of a story, drama, or poem from details in the text; summarize the text.*	Determine an inferred theme of a text across varying text complexities	Determine an inferred theme of a text across varying text complexities.	Reading 222, Main Ideas and Supporting Details: Unit 2	**11-M-R-34** Form 11 Level M Reading **Skill:** Describe relationship between events **Rx:** Reading 222, Main Ideas and Supporting Details: Unit 2
14-M-R-8-P2	Form 14 Level M Reading, Part 2/2	**Key Ideas and Details** **CCRS 4.RL.1** Grade level: C (4th-5th) *Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.*	Use evidence to support an inference of a very complex text	Select the detail from "The Long Hangout" that best supports the theme that some people are completely unaware of how their behavior affects others, identifying the moment that most directly shows the guests' obliviousness.	Reading 222, Main Ideas and Supporting Details: Unit 2	**11-M-R-34** Form 11 Level M Reading **Skill:** Describe relationship between events **Rx:** Reading 222, Main Ideas and Supporting Details: Unit 2
14-M-R-9-P2	Form 14 Level M Reading, Part 2/2	**Integration of Knowledge and Ideas** **CCRS 5.RI.8** Grade level: C (4th-5th) *Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).*	Use evidence to support the explanation of an author's point about a section of text	Select the specific historical detail (settler expansion/wetland filling) that provides evidence for the swan's decline, supporting the author's point of view.	Reading 221, Main Ideas and Supporting Details: Unit 1	**12-M-R-47A** Form 12 Level M Reading **Skill:** Recall details in text **Rx:** Reading 221, Main Ideas and Supporting Details: Unit 1
14-M-R-10-P2	Form 14 Level M Reading, Part 2/2	**Key Ideas and Details** **CCRS 4.RI.1** Grade level: C (4th-5th) *Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.*	Use details to support conclusions regarding connections in a text	Draw a conclusion about the swan's historical abundance based on the author's description of it as 'once-common'.	Reading 251, Fact and Opinion: Unit 1 Reading At Your Own Pace 215, Conclusions and Generalizations	**11-M-R-40B** Form 11 Level M Reading **Skill:** How reasons/evidence support author's point **Rx:** Reading 251, Fact and Opinion + Reading 230, Conclusions and Generalizations

ID	TABE Test / Level	Domain & Standard (CCRS)	Skill Description	Discrete Skill	Pace Prescription	Legacy 11/12 Item
14-M-R-11-P2	Form 14 Level M Reading, Part 2/2	**Craft and Structure, Vocabulary** **CCRS 5.RI.4** Grade level: C (4th-5th) *Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a topic or subject area.*	Determine the meaning of a tier 2 word in context	Interpret the scientific verb 'incubated' as 'warmed' based on the context of hatching Alaskan swan eggs.	Reading At Your Own Pace 142, Words in Context: Unit 2 Reading 130, Clue Words and Phrases in General Context	**12-M-R-22** Form 12 Level M Reading **Skill:** Determine the meaning of on-level words or phrases in context **Rx:** Reading 130, Clue Words and Phrases in General Context
14-M-R-12-P2	Form 14 Level M Reading, Part 2/2	**Craft and Structure, Vocabulary** **CCRS 4.RI.5** Grade level: C (4th-5th) *Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.*	Describe the structure of a section of moderately to very complex text	Identify the chronological sequence used to describe the specific stages of hatching and raising cygnets at the sanctuary.	Reading 201, Reading Strategies: Unit 1 Reading 222, Main Ideas and Supporting Details: Unit 2 Reading 210, Sequence of Events	**11-M-R-25A** Form 11 Level M Reading **Skill:** Use text tools to locate information **Rx:** Reading 201, Reading Strategies: Unit 1 + Reading 222, Main Ideas and Supporting Details: Unit 2
14-M-R-13-P2	Form 14 Level M Reading, Part 2/2	**Key Ideas and Details** **CCRS 4.RI.1** Grade level: C (4th-5th) *Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.*	Support a stated inference with detail from the text	Identify the evidence that swan reintroduction efforts focused on returning birds to their 'original' historical nesting grounds.	Reading 222, Main Ideas and Supporting Details: Unit 2	**11-M-R-34** Form 11 Level M Reading **Skill:** Describe relationship between events **Rx:** Reading 222, Main Ideas and Supporting Details: Unit 2
14-M-R-14-P2	Form 14 Level M Reading, Part 2/2	**Craft and Structure, Vocabulary** **CCRS 4.RI.5** Grade level: C (4th-5th) *Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.*	Describe the structure of a moderately to very complex text	Identify the categorical structure used to organize and describe various skillsets within the gaming industry.	Reading 201, Reading Strategies: Unit 1 Reading 222, Main Ideas and Supporting Details: Unit 2	**11-M-R-25A** Form 11 Level M Reading **Skill:** Use text tools to locate information **Rx:** Reading 201, Reading Strategies: Unit 1 + Reading 222, Main Ideas and Supporting Details: Unit 2
14-M-R-15-P2	Form 14 Level M Reading, Part 2/2	**Key Ideas and Details** **CCRS 4.RI.1** Grade level: C (4th-5th) *Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.*	Make an inference of a very complex text based on evidence	Infer that designers and animators share 'inventive' traits based on their role in turning 'ideas into art'.	Reading 221, Main Ideas and Supporting Details: Unit 1 Reading 222, Main Ideas and Supporting Details: Unit 2 Reading At Your Own Pace 215, Conclusions and Generalizations	**11-M-R-45** Form 11 Level M Reading **Skill:** Draw inferences in text **Rx:** Reading 221, Main Ideas and Supporting Details: Unit 1 + Reading 222, Main Ideas and Supporting Details: Unit 2 + Reading 230, Conclusions and Generalizations
14-M-R-16-P2	Form 14 Level M Reading, Part 2/2	**Integration of Knowledge and Ideas** **CCRS 4.RI.7** Grade level: C (4th-5th) *Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.*	Explain the connection between very complex text and graphics	Explain how the 'Phases' chart clarifies the sequential order of operations in a professional game development cycle.	Reading 440, Diagrams and Graphs Reading 260, Writer's Purpose Reading 210, Sequence of Events	**11-M-R-42A** Form 11 Level M Reading **Skill:** Connect illustration and text **Rx:** Reading 440, Diagrams and Graphs + Reading 260, Writer's Purpose
14-M-R-17-P2	Form 14 Level M Reading, Part 2/2	**Craft and Structure, Vocabulary** **CCRS 5.RL.4** Grade level: C (4th-5th) *Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.*	Determine the meaning of a tier 2 word in context	Identify 'confused' as the definition of 'perplexed' based on Jason's reaction to finding an empty birdhouse.	Reading 130, Clue Words and Phrases in General Context Reading At Your Own Pace 142, Words in Context: Unit 2 Reading 125, Definitions and Explanations	

ID	TABE Test / Level	Domain & Standard (CCRS)	Skill Description	Discrete Skill	Pace Prescription	Legacy 11/12 Item
14-M-R-18-P2	Form 14 Level M Reading, Part 2/2	**Key Ideas and Details** **CCRS 4.RL.2** Grade level: C (4th-5th) *Determine a theme of a story, drama, or poem from details in the text; summarize the text.*	Identify a detail to include in a summary of a literary text	Select the core plot detail regarding following the birdhouse's advice as a critical element for a story summary.	Reading 222, Main Ideas and Supporting Details: Unit 2 Reading 600, Types of Literature	**11-M-R-3** Form 11 Level M Reading **Skill:** Identify main idea **Rx:** Reading 222, Main Ideas and Supporting Details: Unit 2 + Reading 625, American Literature
14-M-R-19-P2	Form 14 Level M Reading, Part 2/2	**Craft and Structure, Vocabulary** **CCRS 5.RL.6** Grade level: C (4th-5th) *Describe how a narrator's or speaker's point of view influences how events are described.*	Describe how a different narrative point of view would influence how events are described	Evaluate how a shift to the birdhouse's perspective would reveal the internal mystery of its knowledge source.	Reading 600, Types of Literature Reading 120, Synonyms, Antonyms, and Figures of Speech	
14-M-R-20-P2	Form 14 Level M Reading, Part 2/2	**Key Ideas and Details** **CCRS 4.RL.1** Grade level: C (4th-5th) *Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.*	Use evidence to support an inference of a very complex text	Identify the character action (smiling as he grabbed her hand) that serves as evidence of obeying the birdhouse's final tip.	Reading 222, Main Ideas and Supporting Details: Unit 2	**11-M-R-34** Form 11 Level M Reading **Skill:** Describe relationship between events **Rx:** Reading 222, Main Ideas and Supporting Details: Unit 2

Level D · Reading (88 items)

Level D Reading, Part 1 of 2 (48 items, Forms 13 & 14)

ID	TABE Test / Level	Domain & Standard (CCRS)	Skill Description	Discrete Skill	Pace Prescription	Legacy 11/12 Item
13-D-R-1-P1	Form 13 Level D Reading, Part 1/2	**Integration of Knowledge and Ideas** **CCRS 6.RI.7** Grade level: D (6th-8th) *Integrate information presented in different media or formats (e.g., in charts, graphs, photographs, videos, or maps) as well as in words to develop a coherent understanding of a topic or issue.*	Explain the connection between text and graphics	Determine the author's purpose for including a specific "Nutrition Facts" label to reinforce required food package components.	Reading 445, Tables and Charts Reading 252, Fact and Opinion: Unit 2 Writing 240, Facts, Details, and Examples	**12-D-R-27a** Form 12 Level D Reading **Skill:** Connect illustration and text **Rx:** Reading 445, Tables and Charts + Reading 251, Fact and Opinion: Unit 1 + Writing 240, Facts, Details, and Examples
13-D-R-2-P1	Form 13 Level D Reading, Part 1/2	**Craft and Structure, Vocabulary** **CCRS 7.RI.5** Grade level: D (6th-8th) *Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.*	Analyze the function of a text feature	Identify how a bulleted list of food group examples functions to clarify complex nutritional concepts for the reader.	Reading 223, Main Ideas and Supporting Details: Unit 3 Reading 202, Reading Strategies: Unit 2 Reading 430, Using Books	**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
13-D-R-3-P1	Form 13 Level D Reading, Part 1/2	**Key Ideas and Details** **CCRS 7.RI.1** Grade level: D (6th-8th) *Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.*	Support explicitly stated ideas with detail from the text	Identify a specific sentence that explains the biological benefit of eating a wide variety of whole foods.	Reading 252, Fact and Opinion: Unit 2 Reading 223, Main Ideas and Supporting Details: Unit 3 Reading 260, Writer's Purpose Writing 240, Facts, Details, and Examples	**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
13-D-R-4-P1	Form 13 Level D Reading, Part 1/2	**Craft and Structure, Vocabulary** **CCRS 8.RI.6** Grade level: D (6th-8th) *Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.*	Determine the author's purpose	Determine the shared objective of two informational passages regarding guiding readers toward healthier nutritional choices.	Reading 223, Main Ideas and Supporting Details: Unit 3 Reading 260, Writer's Purpose	**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
13-D-R-5-P1	Form 13 Level D Reading, Part 1/2	**Craft and Structure, Vocabulary** **CCRS 6.RI.4** Grade level: D (6th-8th) *Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.*	Determine the meaning of tier 1 words in context	Determine the specific meaning of the word "alien" as it is used to describe the unique biological traits of an octopus.	Reading 130, Clue Words and Phrases in General Context	**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
13-D-R-6-P1	Form 13 Level D Reading, Part 1/2	**Craft and Structure, Vocabulary** **CCRS 8.RI.6** Grade level: D (6th-8th) *Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.*	Analyze how the author responds to conflicting evidence in a moderately complex text	Identify how the author uses evidence of animal tool-use and play to refute the historical claim that these are uniquely human traits.	Reading 223, Main Ideas and Supporting Details: Unit 3 Reading 260, Writer's Purpose Reading 460, Using Information Sources	**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

ID	TABE Test / Level	Domain & Standard (CCRS)	Skill Description	Discrete Skill	Pace Prescription	Legacy 11/12 Item
13-D-R-7-P1	Form 13 Level D Reading, Part 1/2	**Integration of Knowledge and Ideas** **CCRS 6.RI.7** Grade level: D (6th-8th) *Integrate information presented in different media or formats (e.g., in charts, graphs, photographs, videos, or maps) as well as in words to develop a coherent understanding of a topic or issue.*	Explain the connection between text and graphics	Explain how a detailed illustration of an octopus arm identifies the physical location of suction cups.	Reading 445, Tables and Charts	**12-D-R-14** Form 12 Level D Reading **Skill:** Connect illustration and text **Rx:** Reading 445, Tables and Charts
13-D-R-8-P1	Form 13 Level D Reading, Part 1/2	**Key Ideas and Details** **CCRS 7.RI.1** Grade level: D (6th-8th) *Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.*	Make an inference of a moderately complex text based on evidence	Identify a specific sentence that uses a simile to compare the play behavior of octopuses to that of young children.	Reading 223, Main Ideas and Supporting Details: Unit 3 Reading 230, Conclusions and Generalizations Reading 470, Research and Research Projects	**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
13-D-R-9-P1	Form 13 Level D Reading, Part 1/2	**Craft and Structure, Vocabulary** **CCRS 7.RI.5** Grade level: D (6th-8th) *Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.*	Analyze the connection of a section of text to the whole (moderately complex text)	Analyze how the "Signs of Intelligence" section supports the passage's broader argument regarding complex animal cognition.	Reading 223, Main Ideas and Supporting Details: Unit 3 Reading 202, Reading Strategies: 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
13-D-R-10-P1	Form 13 Level D Reading, Part 1/2	**Key Ideas and Details** **CCRS 7.RI.1** Grade level: D (6th-8th) *Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.*	Make an inference of a moderately complex text based on evidence	Draw a conclusion about the learning capacity of octopuses based on their performance in laboratory and aquarium settings.	Reading 223, Main Ideas and Supporting Details: Unit 3 Reading 230, Conclusions and Generalizations Reading 470, Research and Research Projects	**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
13-D-R-11-P1	Form 13 Level D Reading, Part 1/2	**Key Ideas and Details** **CCRS 7.RI.1** Grade level: D (6th-8th) *Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.*	Use evidence to support an inference in moderately complex text	Select the specific evidence from the text that supports an inference regarding the octopus's ability to solve problems (support the answer to the previous test question)	Reading 223, Main Ideas and Supporting Details: Unit 3 Reading 230, Conclusions and Generalizations Reading 470, Research and Research Projects	**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
13-D-R-12-P1	Form 13 Level D Reading, Part 1/2	**Key Ideas and Details** **CCRS 7.RI.1** Grade level: D (6th-8th) *Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.*	Support explicitly stated ideas with detail from the text	Identify the sentence confirming that archaeologists were active participants in the early planning stages of the Line C subway project.	Reading 252, Fact and Opinion: Unit 2 Reading 223, Main Ideas and Supporting Details: Unit 3 Reading 260, Writer's Purpose Writing 240, Facts, Details, and Examples	**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
13-D-R-13-P1	Form 13 Level D Reading, Part 1/2	**Key Ideas and Details** **CCRS 8.RI.3** Grade level: D (6th-8th) *Analyze how a text makes connections among and distinctions between individuals, ideas, or events.*	Make connections between clearly stated ideas in a moderately complex text	Contrast the modern archaeological preservation methods of Line C with the destructive practices used during the building of Line B.	Reading 223, Main Ideas and Supporting Details: Unit 3 Reading 230, Conclusions and Generalizations Reading 242, Cause and Effect: Unit 2	**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

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13-D-R-14-P1	Form 13 Level D Reading, Part 1/2	**Integration of Knowledge and Ideas** **CCRS 6.RI.7** Grade level: D (6th-8th) *Integrate information presented in different media or formats (e.g., in charts, graphs, photographs, videos, or maps) as well as in words to develop a coherent understanding of a topic or issue.*	Explain the connection between text and graphics	Integrate map data with text to identify which specific section of the Roman metro system is currently under construction.	Reading 445, Tables and Charts Reading 223, Main Ideas and Supporting Details: Unit 3 Reading 452, Maps: Unit 2	**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
13-D-R-15-P1	Form 13 Level D Reading, Part 1/2	**Key Ideas and Details** **CCRS 7.RI.1** Grade level: D (6th-8th) *Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.*	Support explicitly stated ideas with detail from the text	Identify the detail explaining why deep subway excavations offer unique research opportunities compared to traditional surface digs.	Reading 223, Main Ideas and Supporting Details: Unit 3 Reading 242, Cause and Effect: Unit 2	**12-D-R-6** Form 12 Level D Reading **Skill:** Recall details in text; Describe relationship between events **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
13-D-R-16-P1	Form 13 Level D Reading, Part 1/2	**Craft and Structure, Vocabulary** **CCRS 7.RI.5** Grade level: D (6th-8th) *Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.*	Analyze the connection of a section of text to the whole (moderately complex text)	Analyze how a quote from an archaeology professor emphasizes the unpredictable nature of excavating in a dense urban environment.	Reading 223, Main Ideas and Supporting Details: Unit 3 Reading 202, Reading Strategies: 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
13-D-R-17-P1	Form 13 Level D Reading, Part 1/2	**Craft and Structure, Vocabulary** **CCRS 8.RI.6** Grade level: D (6th-8th) *Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.*	Determine the author's point of view about a specific topic	Identify the author's perspective regarding the unique and varied environments in which modern archaeologists work.	Reading 230, Conclusions and Generalizations Reading 223, Main Ideas and Supporting Details: Unit 3 Reading 260, Writer's Purpose	**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
13-D-R-18-P1	Form 13 Level D Reading, Part 1/2	**Craft and Structure, Vocabulary** **CCRS 8.RI.6** Grade level: D (6th-8th) *Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.*	Use evidence to support the determination of point of view	Select the specific sentence that supports the author's view of archaeologists as workers who encounter the unexpected (support the answer to previous test question)	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	**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
13-D-R-19-P1	Form 13 Level D Reading, Part 1/2	**Craft and Structure, Vocabulary** **CCRS 8.RI.6** Grade level: D (6th-8th) *Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.*	Determine the author's purpose	Explain why the author encourages job seekers to ask questions as a strategy to demonstrate interest and preparation.	Reading 223, Main Ideas and Supporting Details: Unit 3 Reading 260, Writer's Purpose	**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
13-D-R-20-P1	Form 13 Level D Reading, Part 1/2	**Key Ideas and Details** **CCRS 7.RI.1** Grade level: D (6th-8th) *Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.*	Make an inference of a moderately complex text based on evidence	Infer which specific interview question most clearly signals an applicant's desire to excel in their primary job duties.	Reading 223, Main Ideas and Supporting Details: Unit 3 Reading 230, Conclusions and Generalizations Reading 470, Research and Research Projects	**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

ID	TABE Test / Level	Domain & Standard (CCRS)	Skill Description	Discrete Skill	Pace Prescription	Legacy 11/12 Item
13-D-R-21-P1	Form 13 Level D Reading, Part 1/2	**Key Ideas and Details** **CCRS 7.RI.1** Grade level: D (6th-8th) *Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.*	Support explicitly stated ideas with detail from the text	Identify the specific textual detail that links effective workplace communication to a supervisor's professional opinion of an employee.	Reading 223, Main Ideas and Supporting Details: Unit 3 Reading 242, Cause and Effect: Unit 2	**12-D-R-6** Form 12 Level D Reading **Skill:** Recall details in text; Describe relationship between events **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
13-D-R-22-P1	Form 13 Level D Reading, Part 1/2	**Craft and Structure, Vocabulary** **CCRS 6.RI.4** Grade level: D (6th-8th) *Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.*	Determine the meaning of figurative language in context	Interpret the figurative phrase "Everybody wins" to describe a mutually beneficial outcome for both employer and employee.	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
13-D-R-23-P1	Form 13 Level D Reading, Part 1/2	**Craft and Structure, Vocabulary** **CCRS 7.RI.5** Grade level: D (6th-8th) *Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.*	Analyze the function of a text feature	Identify the purpose of three bulleted lists used to provide actionable examples of professional workplace communication.	Reading 223, Main Ideas and Supporting Details: Unit 3 Reading 260, Writer's Purpose Reading 620, Author's Style Reading 202, Reading Strategies: Unit 2 Reading 430, Using Books	**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
13-D-R-24-P1	Form 13 Level D Reading, Part 1/2	**Integration of Knowledge and Ideas** **CCRS 9-10.RH.6** Grade level: D (6th-8th) *Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.*	Identify where two texts provide conflicting information	Compare two workplace passages to identify a key difference in their target audience (pre-employment vs. active employees).	Reading 252, Fact and Opinion: Unit 2 Reading 260, Writer's Purpose Reading 230, Conclusions and Generalizations Reading 460, Using Information Sources	
14-D-R-1-P1	Form 14 Level D Reading, Part 1/2	**Craft and Structure, Vocabulary** **CCRS 6.RI.4** Grade level: D (6th-8th) *Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.*	Determine the meaning of tier 1 words in context	Determine the specific meaning of the word "strives" as it describes the park's ongoing efforts to educate the public about safety.	Reading 130, Clue Words and Phrases in General Context	**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-R-2-P1	Form 14 Level D Reading, Part 1/2	**Key Ideas and Details** **CCRS 6.RI.2** Grade level: D (6th-8th) *Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.*	Identify a detail to include in a summary of a text	Select the statement that captures a central reason why tourists ignore safety rules—misinterpreting wild animal behavior as friendly—to complete a summary.	Reading 223, Main Ideas and Supporting Details: Unit 3 Reading 202, Reading Strategies: Unit 2 Reading 625, American Literature	**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-D-R-3-P1	Form 14 Level D Reading, Part 1/2	**Integration of Knowledge and Ideas** **CCRS 8.RI.8** Grade level: D (6th-8th) *Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.*	Identify a claim made in text	Identify the underlying claim that human error in reading animal body language (mistaking wariness for calmness) is a primary cause of dangerous encounters.	Reading 223, Main Ideas and Supporting Details: Unit 3 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

ID	TABE Test / Level	Domain & Standard (CCRS)	Skill Description	Discrete Skill	Pace Prescription	Legacy 11/12 Item
14-D-R-4-P1	Form 14 Level D Reading, Part 1/2	**Integration of Knowledge and Ideas** **CCRS 6.RI.7** Grade level: D (6th-8th) *Integrate information presented in different media or formats (e.g., in charts, graphs, photographs, videos, or maps) as well as in words to develop a coherent understanding of a topic or issue.*	Explain the connection between text and graphics	Identify which specific textual warning regarding "selfie" distance is directly validated by the statistical data provided in the "Human-Bison Interaction" table.	Reading 445, Tables and Charts Reading 223, Main Ideas and Supporting Details: Unit 3	**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-R-5-P1	Form 14 Level D Reading, Part 1/2	**Key Ideas and Details** **CCRS 8.RI.3** Grade level: D (6th-8th) *Analyze how a text makes connections among and distinctions between individuals, ideas, or events.*	Use explicit evidence to analyze connections among ideas	Explain the fundamental conflict between the human desire for close-up viewing/photography and the biological need for bison to maintain wild boundaries.	Reading 223, Main Ideas and Supporting Details: Unit 3 Reading 230, Conclusions and Generalizations Reading 242, Cause and Effect: Unit 2	**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-R-6-P1	Form 14 Level D Reading, Part 1/2	**Key Ideas and Details** **CCRS 7.RI.1** Grade level: D (6th-8th) *Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.*	Use evidence to support a stated inference	Select the specific sentence that supports the inference that viewing wildlife is a conditional "privilege" dependent on following safety regulations.	Reading 223, Main Ideas and Supporting Details: Unit 3 Reading 230, Conclusions and Generalizations Reading 470, Research and Research Projects	**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-R-7-P1	Form 14 Level D Reading, Part 1/2	**Craft and Structure, Vocabulary** **CCRS 7.RI.5** Grade level: D (6th-8th) *Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.*	Analyze the function of a section of text	Analyze how a paragraph detailing specific bison warning signs (snorting, tail-raising) functions to establish the inherent danger of the animal.	Reading 223, Main Ideas and Supporting Details: Unit 3 Reading 202, Reading Strategies: 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
14-D-R-8-P1	Form 14 Level D Reading, Part 1/2	**Craft and Structure, Vocabulary** **CCRS 6.RI.4** Grade level: D (6th-8th) *Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.*	Determine the meaning of tier 1 words in context	Interpret the contextual meaning of the word "hugged" to describe the physical path of a trail following the natural curves of a riverbank.	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-R-9-P1	Form 14 Level D Reading, Part 1/2	**Key Ideas and Details** **CCRS 6.RI.2** Grade level: D (6th-8th) *Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.*	Identify a detail to include in a summary of a text	Identify the most critical descriptive detail regarding the unique color and clarity of Tahquamenon Falls needed to complete an objective summary of the narrative.	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	**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

ID	TABE Test / Level	Domain & Standard (CCRS)	Skill Description	Discrete Skill	Pace Prescription	Legacy 11/12 Item
14-D-R-10-P1	Form 14 Level D Reading, Part 1/2	**Craft and Structure, Vocabulary** **CCRS 6.RI.4** Grade level: D (6th-8th) *Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.*	Determine the impact of word choice on tone	Analyze how the specific verbs "marveled" and "gracefully" establish an initial tone of admiration before the introduction of the litter conflict.	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-R-11-P1	Form 14 Level D Reading, Part 1/2	**Key Ideas and Details** **CCRS 6.RL.2** Grade level: D (6th-8th) *Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.*	Determine a theme of a moderately complex text	Determine the passage's central theme: that true appreciation for nature requires active stewardship and a willingness to maintain its cleanliness.	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	**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-R-12-P1	Form 14 Level D Reading, Part 1/2	**Craft and Structure, Vocabulary** **CCRS 6.RI.4** Grade level: D (6th-8th) *Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.*	Determine the meaning of tier 1 words in context	Define the word "canopy" as it is used to describe the natural overhead covering provided by the uppermost branches of forest trees.	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-R-13-P1	Form 14 Level D Reading, Part 1/2	**Key Ideas and Details** **CCRS 7.RL.1** Grade level: D (6th-8th) *Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.*	Make an inference of a moderately complex text based on evidence	Infer the shared value system of two characters based on their non-verbal communication and immediate decision to volunteer for trail cleanup.	Reading 223, Main Ideas and Supporting Details: Unit 3 Reading 230, Conclusions and Generalizations Reading 470, Research and Research Projects	**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-R-14-P1	Form 14 Level D Reading, Part 1/2	**Craft and Structure, Vocabulary** **CCRS 7.RI.5** Grade level: D (6th-8th) *Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.*	Analyze the function of a text feature	Explain the purpose of a concluding text box in providing concrete, supplementary examples of the practical benefits of VR technology in specialized fields like NASA.	Reading 223, Main Ideas and Supporting Details: Unit 3 Reading 260, Writer's Purpose Reading 620, Author's Style Reading 202, Reading Strategies: Unit 2 Reading 430, Using Books	**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-D-R-15-P1	Form 14 Level D Reading, Part 1/2	**Key Ideas and Details** **CCRS 7.RI.1** Grade level: D (6th-8th) *Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.*	Support explicitly stated ideas with detail from the text	Identify the specific textual example (exploring a beehive or tornado) where VR allows for educational discovery while eliminating physical peril.	Reading 252, Fact and Opinion: Unit 2 Reading 223, Main Ideas and Supporting Details: Unit 3 Reading 260, Writer's Purpose Writing 240, Facts, Details, and Examples	**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

ID	TABE Test / Level	Domain & Standard (CCRS)	Skill Description	Discrete Skill	Pace Prescription	Legacy 11/12 Item
14-D-R-16-P1	Form 14 Level D Reading, Part 1/2	**Craft and Structure, Vocabulary** **CCRS 8.RI.6** Grade level: D (6th-8th) *Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.*	Determine the author's point of view about a specific topic	Identify the author's broad perspective that VR technology is a versatile and promising tool with significant applications beyond the gaming industry.	Reading 230, Conclusions and Generalizations Reading 223, Main Ideas and Supporting Details: Unit 3 Reading 260, Writer's Purpose	**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-R-17-P1	Form 14 Level D Reading, Part 1/2	**Key Ideas and Details** **CCRS 8.RI.3** Grade level: D (6th-8th) *Analyze how a text makes connections among and distinctions between individuals, ideas, or events.*	Use explicit evidence to analyze connections among ideas	Explain the direct connection between VR technology and the improved quality of medical education through "realistic" procedural practice.	Reading 223, Main Ideas and Supporting Details: Unit 3 Reading 230, Conclusions and Generalizations Reading 242, Cause and Effect: Unit 2	**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-R-18-P1	Form 14 Level D Reading, Part 1/2	**Key Ideas and Details** **CCRS 7.RI.1** Grade level: D (6th-8th) *Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.*	Use evidence to support a stated inference	Select the specific sentence that details how medical students use VR headsets and haptic gloves to simulate actual physical procedures.	Reading 223, Main Ideas and Supporting Details: Unit 3	**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-R-19-P1	Form 14 Level D Reading, Part 1/2	**Craft and Structure, Vocabulary** **CCRS 6.RI.4** Grade level: D (6th-8th) *Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.*	Determine the meaning of tier 1 words in context	Determine the meaning of "immersive" by identifying the state of deep involvement or engagement a user feels during a virtual experience.	Reading 130, Clue Words and Phrases in General Context	**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-R-20-P1	Form 14 Level D Reading, Part 1/2	**Craft and Structure, Vocabulary** **CCRS 7.RI.5** Grade level: D (6th-8th) *Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.*	Analyze the function of a section of text	Analyze how a descriptive paragraph identifies and defines the core technical components (gondola, burner, envelope) of a hot-air balloon.	Reading 223, Main Ideas and Supporting Details: Unit 3 Reading 202, Reading Strategies: 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
14-D-R-21-P1	Form 14 Level D Reading, Part 1/2	**Key Ideas and Details** **CCRS 8.RI.3** Grade level: D (6th-8th) *Analyze how a text makes connections among and distinctions between individuals, ideas, or events.*	Use explicit evidence to analyze connections among ideas	Contrast the specific roles of "chasers" (ground-based tracking) versus "pilots" (altitude-based navigation) as described in the text.	Reading 223, Main Ideas and Supporting Details: Unit 3 Reading 242, Cause and Effect: Unit 2 Reading 230, Conclusions and Generalizations Reading 610, Techniques of Prose and Drama	**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-R-22-P1	Form 14 Level D Reading, Part 1/2	**Integration of Knowledge and Ideas** **CCRS 8.RI.8** Grade level: D (6th-8th) *Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.*	Identify a claim made in text	Distinguish a subjective claim (naming specific balloons as "superstars") from objective, verifiable facts regarding flight physics or wind data.	Reading 223, Main Ideas and Supporting Details: Unit 3 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

ID	TABE Test / Level	Domain & Standard (CCRS)	Skill Description	Discrete Skill	Pace Prescription	Legacy 11/12 Item
14-D-R-23-P1	Form 14 Level D Reading, Part 1/2	**Craft and Structure, Vocabulary** **CCRS 8.RI.6** Grade level: D (6th-8th) *Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.*	Determine the author's point of view about a specific topic	Determine the author's primary viewpoint that hot-air ballooning, specifically the Albuquerque Fiesta, is a visually captivating and enjoyable experience.	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	**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-R-24-P1	Form 14 Level D Reading, Part 1/2	**Craft and Structure, Vocabulary** **CCRS 8.RI.6** Grade level: D (6th-8th) *Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.*	Use evidence to support the determination of point of view	Identify the specific detail (spectators arriving hours before sunrise) that serves as evidence of the high public interest and enjoyment of the event.	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	**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

Level D Reading, Part 2 of 2 (40 items, Forms 13 & 14)

ID	TABE Test / Level	Domain & Standard (CCRS)	Skill Description	Discrete Skill	Pace Prescription	Legacy 11/12 Item
13-D-R-1-P2	Form 13 Level D Reading, Part 2/2	**Craft and Structure, Vocabulary** **CCRS 7.RI.5** Grade level: D (6th-8th) *Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.*	Analyze the connection of a section of text to the whole (moderately complex text)	Analyze how the anecdote about the tobacco card contributes to the reader's understanding of Honus Wagner's moral character.	Reading 223, Main Ideas and Supporting Details: Unit 3 Reading 202, Reading Strategies: 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
13-D-R-2-P2	Form 13 Level D Reading, Part 2/2	**Key Ideas and Details** **CCRS 7.RI.1** Grade level: D (6th-8th) *Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.*	Support explicitly stated ideas with detail from the text	Identify the specific sentence listing the various manual labor jobs Wagner performed to support the claim that he was a hard worker.	Reading 252, Fact and Opinion: Unit 2 Reading 223, Main Ideas and Supporting Details: Unit 3 Reading 260, Writer's Purpose Writing 240, Facts, Details, and Examples	**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
13-D-R-3-P2	Form 13 Level D Reading, Part 2/2	**Integration of Knowledge and Ideas** **CCRS 8.RI.8** Grade level: D (6th-8th) *Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.*	Evaluate support for a claim	Identify the textual evidence describing Wagner's childhood appearance as a reason why his athletic success was unexpected, to support the author's specific claim.	Reading 223, Main Ideas and Supporting Details: Unit 3 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

ID	TABE Test / Level	Domain & Standard (CCRS)	Skill Description	Discrete Skill	Pace Prescription	Legacy 11/12 Item
13-D-R-4-P2	Form 13 Level D Reading, Part 2/2	**Craft and Structure, Vocabulary** **CCRS 8.RI.6** Grade level: D (6th-8th) *Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.*	Determine the author's purpose	Determine the author's intent to portray Wagner as a man whose strong principles were as significant as his athletic talent.	Reading 223, Main Ideas and Supporting Details: Unit 3 Reading 260, Writer's Purpose	**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
13-D-R-5-P2	Form 13 Level D Reading, Part 2/2	**Craft and Structure, Vocabulary** **CCRS 8.RI.6 6–8.RH.6** Grade level: D (6th-8th) *Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints. Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).*	Use evidence to support determination of point of view in a very complex text	Analyze how the author uses a description of Carlos's "cautious smile" to suggest or convey his confusion and concern regarding Julia's behavior.	Reading 230, Conclusions and Generalizations Reading 223, Main Ideas and Supporting Details: Unit 3 Reading 260, Writer's Purpose	**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
13-D-R-6-P2	Form 13 Level D Reading, Part 2/2	**Key Ideas and Details** **CCRS 6.RL.2** Grade level: D (6th-8th) *Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.*	Determine a theme of a moderately complex text	Identify the narrative theme regarding the importance of finding effective personal methods for stress relief and relaxation.	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	**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
13-D-R-7-P2	Form 13 Level D Reading, Part 2/2	**Key Ideas and Details** **CCRS 7.RL.1** Grade level: D (6th-8th) *Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.*	Support explicitly stated ideas with detail from the text	Identify the specific detail (the broken-screened phone) that reveals a character's ulterior motive for offering encouragement.	Reading 223, Main Ideas and Supporting Details: Unit 3	**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
13-D-R-8-P2	Form 13 Level D Reading, Part 2/2	**Integration of Knowledge and Ideas** **CCRS 8.RI.8** Grade level: D (6th-8th) *Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.*	Evaluate support for a claim	Assess how the description of the 1,000-mile sewer installation serves as evidence of the long-term success of the Bazalgette plan.	Reading 223, Main Ideas and Supporting Details: Unit 3 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
13-D-R-9-P2	Form 13 Level D Reading, Part 2/2	**Key Ideas and Details** **CCRS 6.RI.2** Grade level: D (6th-8th) *Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.*	Determine a central idea of a moderately complex text	Identify the central idea that the phrase "make a stink" refers to collective voices creating meaningful societal change.	Reading 223, Main Ideas and Supporting Details: Unit 3 Reading 202, Reading Strategies: Unit 2 Reading 625, American Literature	**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
13-D-R-10-P2	Form 13 Level D Reading, Part 2/2	**Key Ideas and Details** **CCRS 7.RI.1** Grade level: D (6th-8th) *Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.*	Use evidence to support an inference in moderately complex text	Select the specific sentence that supports the claim that persistent, unified voices can eventually solve major problems (support answer to previous test question)	Reading 252, Fact and Opinion: Unit 2 Reading 223, Main Ideas and Supporting Details: Unit 3 Reading 260, Writer's Purpose Writing 240, Facts, Details, and Examples	**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

ID	TABE Test / Level	Domain & Standard (CCRS)	Skill Description	Discrete Skill	Pace Prescription	Legacy 11/12 Item
13-D-R-11-P2	Form 13 Level D Reading, Part 2/2	**Craft and Structure, Vocabulary** **CCRS 7.RI.5** Grade level: D (6th-8th) *Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.*	Analyze the connection of a section of text to the whole (moderately complex text)	Analyze how a modern example of a social media complaint connects the historical "Great Stink" to current usage of the phrase.	Reading 223, Main Ideas and Supporting Details: Unit 3 Reading 202, Reading Strategies: 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
13-D-R-12-P2	Form 13 Level D Reading, Part 2/2	**Key Ideas and Details** **CCRS 7.RI.1** Grade level: D (6th-8th) *Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.*	Make an inference of a moderately complex text based on evidence	Infer that legislative action occurred quickly only once the pollution directly impacted the lawmakers' own work environment.	Reading 223, Main Ideas and Supporting Details: Unit 3 Reading 230, Conclusions and Generalizations Reading 470, Research and Research Projects	**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
13-D-R-13-P2	Form 13 Level D Reading, Part 2/2	**Craft and Structure, Vocabulary** **CCRS 8.RI.6** Grade level: D (6th-8th) *Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.*	Determine the author's purpose	Determine the author's objective to explain the historical origin and modern social utility of a common idiomatic expression.	Reading 223, Main Ideas and Supporting Details: Unit 3 Reading 260, Writer's Purpose	**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
13-D-R-14-P2	Form 13 Level D Reading, Part 2/2	**Craft and Structure, Vocabulary** **CCRS 8.RI.6** Grade level: D (6th-8th) *Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.*	Use evidence to support the determination of author's purpose	Identify the specific sentence at the beginning of the passage that explicitly introduces the historical focus on the phrase "make a stink" (support answer to previous test question)	Reading 260, Writer's Purpose Reading 470, Research and Research Projects	**11-D-R-10A** Form 11 Level D Reading **Skill:** Identify author's purpose **Rx:** Reading 260, Writer's Purpose + Reading 470, Research and Research Projects
13-D-R-15-P2	Form 13 Level D Reading, Part 2/2	**Craft and Structure, Vocabulary** **CCRS 7.RI.5** Grade level: D (6th-8th) *Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.*	Analyze the connection of a section of text to the whole (moderately complex text)	Explain the purpose of a single paragraph in a passage as documenting the failed early attempts to resolve the pollution of the River Thames.	Reading 223, Main Ideas and Supporting Details: Unit 3 Reading 260, Writer's Purpose Reading 620, Author's Style Reading 202, Reading Strategies: Unit 2	**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
13-D-R-16-P2	Form 13 Level D Reading, Part 2/2	**Craft and Structure, Vocabulary** **CCRS 6.RI.4** Grade level: D (6th-8th) *Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.*	Determine the meaning of tier 1 words in context	Determine the meaning of the word "anticipating" as it describes the workers' expectation of the upcoming dinner rush.	Reading 130, Clue Words and Phrases in General Context	**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
13-D-R-17-P2	Form 13 Level D Reading, Part 2/2	**Craft and Structure, Vocabulary** **CCRS 6.RL.4** Grade level: D (6th-8th) *Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.*	Determine the impact of word choice on tone	Identify specific sensory language (e.g., "shouting reminders") that contributes to the urgent and hectic tone of the kitchen setting.	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

ID	TABE Test / Level	Domain & Standard (CCRS)	Skill Description	Discrete Skill	Pace Prescription	Legacy 11/12 Item
13-D-R-18-P2	Form 13 Level D Reading, Part 2/2	**Key Ideas and Details** **CCRS 6.RL.2** Grade level: D (6th-8th) *Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.*	Determine the theme of a moderately complex text	Identify the story's theme that thorough preparation and teamwork are essential for managing high-pressure situations.	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	**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
13-D-R-19-P2	Form 13 Level D Reading, Part 2/2	**Key Ideas and Details** **CCRS 6.RL.2** Grade level: D (6th-8th) *Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.*	Use evidence to support the determination of central idea in a moderately complex text	Identify the specific detail of workers portioning beans and rice in advance as evidence of effective preparation (support answer to previous test question)	Reading 223, Main Ideas and Supporting Details: Unit 3 Reading 242, Cause and Effect: Unit 2	**12-D-R-6** Form 12 Level D Reading **Skill:** Recall details in text; Describe relationship between events **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
13-D-R-20-P2	Form 13 Level D Reading, Part 2/2	**Key Ideas and Details** **CCRS 6.RI.2** Grade level: D (6th-8th) *Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.*	Identify a detail to include in a summary of a text	Identify the summary statement that best captures the cooks' fast-paced efforts to successfully manage a demanding dinner rush.	Reading 223, Main Ideas and Supporting Details: Unit 3 Reading 202, Reading Strategies: Unit 2 Reading 625, American Literature	**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-D-R-1-P2	Form 14 Level D Reading, Part 2/2	**Key Ideas and Details** **CCRS 7.RI.1** Grade level: D (6th-8th) *Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.*	Use evidence to support an inference in moderately complex text	Select the specific sentence that explains why increasing weight (progressive overload) is necessary for continuing to see fitness improvements.	Reading 252, Fact and Opinion: Unit 2 Reading 223, Main Ideas and Supporting Details: Unit 3 Reading 260, Writer's Purpose Writing 240, Facts, Details, and Examples	**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-R-2-P2	Form 14 Level D Reading, Part 2/2	**Key Ideas and Details** **CCRS 7.RI.1** Grade level: D (6th-8th) *Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.*	Support explicitly stated ideas with detail from the text	Identify the specific textual evidence suggesting that household items like water jugs or sandbags can replace expensive gym equipment.	Reading 252, Fact and Opinion: Unit 2 Reading 223, Main Ideas and Supporting Details: Unit 3 Reading 260, Writer's Purpose Writing 240, Facts, Details, and Examples	**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-R-3-P2	Form 14 Level D Reading, Part 2/2	**Key Ideas and Details** **CCRS 8.RI.3** Grade level: D (6th-8th) *Analyze how a text makes connections among and distinctions between individuals, ideas, or events.*	Use explicit evidence to analyze connections among ideas	Distinguish weightlifting from other forms of exercise by identifying its unique biological benefit to bone density and injury prevention.	Reading 223, Main Ideas and Supporting Details: Unit 3 Reading 230, Conclusions and Generalizations Reading 242, Cause and Effect: Unit 2	**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

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14-D-R-4-P2	Form 14 Level D Reading, Part 2/2	**Craft and Structure, Vocabulary** **CCRS 7.RI.5** Grade level: D (6th-8th) *Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.*	Analyze the function of a section of text	Analyze how the sentence "lifting yourself" introduces a specific, cost-effective solution (body-weight training) to the problem of expensive gear.	Reading 223, Main Ideas and Supporting Details: Unit 3 Reading 202, Reading Strategies: 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
14-D-R-5-P2	Form 14 Level D Reading, Part 2/2	**Craft and Structure, Vocabulary** **CCRS 6.RL.4** Grade level: D (6th-8th) *Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.*	Determine the impact of word choice on meaning	Analyze how the forceful verbs "slammed" and "skidded" are used to characterize the difficulty and initial failure of learning a new physical skill.	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-R-6-P2	Form 14 Level D Reading, Part 2/2	**Key Ideas and Details** **CCRS 7.RL.1** Grade level: D (6th-8th) *Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.*	Use evidence to support a stated inference	Identify the rhetorical question ("How hard could it be?") that reveals the characters' initial overconfidence regarding the difficulty of ultimate frisbee.	Reading 252, Fact and Opinion: Unit 2 Reading 223, Main Ideas and Supporting Details: Unit 3 Reading 260, Writer's Purpose Writing 240, Facts, Details, and Examples	**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-R-7-P2	Form 14 Level D Reading, Part 2/2	**Craft and Structure, Vocabulary** **CCRS 6.RL.4** Grade level: D (6th-8th) *Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.*	Determine the impact of word choice on meaning	Explain how a specific cluster of weather-related words (ruffled, gust, rustling) establishes the environmental obstacle the characters must overcome.	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-R-8-P2	Form 14 Level D Reading, Part 2/2	**Key Ideas and Details** **CCRS 6.RL.2** Grade level: D (6th-8th) *Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.*	Determine a theme of a moderately complex text	Identify the narrative's central theme: that persistence and adjusting one's technique through practice leads to the mastery of a new skill.	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	**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-R-9-P2	Form 14 Level D Reading, Part 2/2	**Key Ideas and Details** **CCRS 7.RL.1** Grade level: D (6th-8th) *Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.*	Use evidence to support a stated inference	Select the dialogue that confirms the characters have achieved a breakthrough in their skill development through trial and error.	Reading 252, Fact and Opinion: Unit 2 Reading 223, Main Ideas and Supporting Details: Unit 3 Reading 260, Writer's Purpose Writing 240, Facts, Details, and Examples	**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

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14-D-R-10-P2	Form 14 Level D Reading, Part 2/2	**Craft and Structure, Vocabulary** **CCRS 7.RI.5** Grade level: D (6th-8th) *Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.*	Analyze the connection of a section of text to the whole (moderately complex text)	Analyze how the introduction functions to establish the central hook: that the moon's apparent transformations are actually a series of visual illusions.	Reading 223, Main Ideas and Supporting Details: Unit 3 Reading 202, Reading Strategies: 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
14-D-R-11-P2	Form 14 Level D Reading, Part 2/2	**Key Ideas and Details** **CCRS 7.RI.1** Grade level: D (6th-8th) *Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.*	Use evidence to support an inference in moderately complex text	Select the rhetorical question that highlights the gaps in scientific knowledge regarding why certain lunar optical illusions occur.	Reading 252, Fact and Opinion: Unit 2 Reading 223, Main Ideas and Supporting Details: Unit 3 Reading 260, Writer's Purpose Writing 240, Facts, Details, and Examples	**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-R-12-P2	Form 14 Level D Reading, Part 2/2	**Integration of Knowledge and Ideas** **CCRS 6.RI.7** Grade level: D (6th-8th) *Integrate information presented in different media or formats (e.g., in charts, graphs, photographs, videos, or maps) as well as in words to develop a coherent understanding of a topic or issue.*	Integrate information from moderately complex text and a graphic	Integrate the textual definition of a "sliver" with the visual "Some Phases of the Moon" diagram to identify the "waxing crescent" phase.	Reading 445, Tables and Charts Reading 223, Main Ideas and Supporting Details: Unit 3	**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-R-13-P2	Form 14 Level D Reading, Part 2/2	**Craft and Structure, Vocabulary** **CCRS 8.RI.6** Grade level: D (6th-8th) *Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.*	Analyze how the author responds to conflicting evidence in a moderately complex text	Explain how the author uses atmospheric science (light wave travel) to refute the common perception that the moon physically changes color.	Reading 223, Main Ideas and Supporting Details: Unit 3 Reading 260, Writer's Purpose Reading 460, Using Information Sources	**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-D-R-14-P2	Form 14 Level D Reading, Part 2/2	**Key Ideas and Details** **CCRS 6.RI.2** Grade level: D (6th-8th) *Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.*	Determine a central idea of a moderately complex text	Determine the central idea of the entire passage: the moon remains a stable, unchanging physical body despite its varied appearances from Earth.	Reading 223, Main Ideas and Supporting Details: Unit 3 Reading 202, Reading Strategies: Unit 2 Reading 625, American Literature	**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-D-R-15-P2	Form 14 Level D Reading, Part 2/2	**Key Ideas and Details** **CCRS 6.RI.2** Grade level: D (6th-8th) *Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.*	Use evidence to support the determination of central idea in a moderately complex text	Identify the concluding statement that confirms the moon's physical composition is static while our visual representation of it is what varies.	Reading 252, Fact and Opinion: Unit 2 Reading 223, Main Ideas and Supporting Details: Unit 3 Reading 260, Writer's Purpose Writing 240, Facts, Details, and Examples	**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-R-16-P2	Form 14 Level D Reading, Part 2/2	**Craft and Structure, Vocabulary** **CCRS 6.RI.4** Grade level: D (6th-8th) *Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.*	Determine the meaning of tier 1 words in context	Define the phrase "a custom plan" within the context of life coaching as a strategy specifically tailored to an individual's unique goals.	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

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14-D-R-17-P2	Form 14 Level D Reading, Part 2/2	**Craft and Structure, Vocabulary** **CCRS 7.RI.5** Grade level: D (6th-8th) *Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.*	Analyze the function of a section of text	Describe the author's structure of defining the role of a life coach first before detailing the sequential process of the actual coaching sessions.	Reading 223, Main Ideas and Supporting Details: Unit 3 Reading 260, Writer's Purpose Reading 620, Author's Style Reading 202, Reading Strategies: Unit 2	**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-D-R-18-P2	Form 14 Level D Reading, Part 2/2	**Integration of Knowledge and Ideas** **CCRS 8.RI.8** Grade level: D (6th-8th) *Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.*	Identify a claim made in text	Identify the author's primary promotional claim that a life coach functions as a catalyst to help individuals reach their "best selves".	Reading 223, Main Ideas and Supporting Details: Unit 3 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-R-19-P2	Form 14 Level D Reading, Part 2/2	**Key Ideas and Details** **CCRS 6.RI.2** Grade level: D (6th-8th) *Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.*	Identify a detail to include in a summary of a text	Select the most important practical detail for a summary: that life coaches provide specific, actionable recommendations to help clients reach their goals.	Reading 223, Main Ideas and Supporting Details: Unit 3	**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
14-D-R-20-P2	Form 14 Level D Reading, Part 2/2	**Key Ideas and Details** **CCRS 7.RI.1** Grade level: D (6th-8th) *Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.*	Use evidence to support a stated inference.	Select the sentence that emphasizes "comfort" and "opening up" as the critical interpersonal factors for a successful coaching relationship.	Reading 252, Fact and Opinion: Unit 2 Reading 223, Main Ideas and Supporting Details: Unit 3 Reading 260, Writer's Purpose Writing 240, Facts, Details, and Examples	**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