















# 2022-2023 TABE Level D: ABE Language Alignment

Standards	Textbook Standard Alignment/TABE Emphasis Level: (Low) (Medium) (High)	TABE Mastery New Readers Press	Scoreboost for TABE	TABE Tutor	TABE Tutor Practice	TABE ACADEMY	Resources
<b>CONVENTIONS OF STANDARD ENGLISH (44% of test)</b>							
<b>LA.ABE.1:</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	<b>6.L.1 (High) /7.L.1 (Low)</b> <b>8.L.1 (Medium)</b> a) Ensure that pronouns are in the proper case (subjective, objective, and possessive). b) Use intensive pronouns. c) Recognize and correct inappropriate shifts in pronoun number and person. d) Recognize and correct vague or unclear pronouns.	<u><b>Unit 1 – Lesson 1:</b></u> Follow Grammar Rules <b>Pg.14-22</b>  <u><b>Unit 1 – Lesson 2:</b></u> Form Correct Sentences <b>Pg.23-29</b>  <u><b>Unit 1 – Lesson 3:</b></u> Use Verbs Correctly <b>Pg.30-39</b>	<u><b>Unit 1 – Strategy 1:</b></u> Follow Grammar Rules <b>Pg.4-9</b>  <u><b>Unit 1 – Strategy 2:</b></u> Form Correct Sentences <b>Pg.10-13</b>  <u><b>Unit 1 – Strategy 3:</b></u> Use Verbs Correctly <b>Pg.14-17</b>	<u><b>Unit 1 – Lesson 1:</b></u> Subject and Object Pronouns <b>Pg.2-3</b>  <u><b>Unit 1 – Lesson 2:</b></u> Agreement of Pronouns with Antecedents <b>Pg.4-5</b>  <u><b>Unit 1 – Lesson 3:</b></u> Possessive Pronouns and Intensive Pronouns <b>Pg.6-7</b>  <u><b>Unit 1 – Lesson 4:</b></u> Prepositional Phrases <b>Pg.8-9</b>  <u><b>Unit 1 – Lesson 5:</b></u> Gerunds and Gerund Phrases <b>Pg.10-11</b>  <u><b>Unit 1 – Lesson 6:</b></u> Infinitives and Infinitive Phrases <b>Pg.12-13</b>  <u><b>Unit 1 – Lesson 7:</b></u> Participles and Participial Phrases <b>Pg.14-15</b>	<u><b>Unit 1 – Practice 1:</b></u> Subject and Object Pronouns <b>Pg.2-3</b>  <u><b>Unit 1 – Practice 2:</b></u> Agreement of Pronouns with Antecedents <b>Pg.4-5</b>  <u><b>Unit 1 – Practice 3:</b></u> Possessive Pronouns and Intensive Pronouns <b>Pg.6-7</b>  <u><b>Unit 1 – Practice 4:</b></u> Prepositional Phrases <b>Pg.8-9</b>  <u><b>Unit 1 – Practice 5:</b></u> Gerunds and Gerund Phrases <b>Pg.10-11</b>  <u><b>Unit 1 – Practice 6:</b></u> Infinitives and Infinitive Phrases <b>Pg.12-13</b>  <u><b>Unit 1 – Practice 7:</b></u> Participles and Participial Phrases <b>Pg.14-15</b>	<u><b>Online Lessons:</b></u> <ul style="list-style-type: none"> <li>• Avoiding Shifts in Person</li> <li>• Using Pronouns</li> <li>• Clear Language Test-Out Quiz</li> <li>• Clear Language Unit Quiz</li> <li>• Verb Forms</li> <li>• Basic Sentences Unit Quiz</li> <li>• Pronoun Basics</li> <li>• Misplaced Modifiers</li> <li>• Clear Language Test-Out Quiz</li> <li>• Clear Language Unit Quiz</li> <li>• Language and Purpose</li> <li>• About Subjects and Verbs</li> <li>• Basic Sentences Test-Out Quiz</li> <li>• Basic Sentences Unit Quiz</li> </ul>	 Pronoun Case.pdf   Pronoun Perspective.pdf   Pronoun Agreement.pdf   Choose Pronouns.pdf   Choose Pronouns 2.pdf   Pronouns & Antecedents.pdf




				<p><b><u>Unit 1 – Lesson 8:</u></b> Independent and Dependent Clauses <b>Pg.16-17</b></p> <p><b><u>Unit 1 – Lesson 9:</u></b> Adjectives and Adverb Clauses <b>Pg.18-19</b></p> <p><b><u>Unit 1 – Lesson 10:</u></b> Misplaced and Dangling Modifiers <b>Pg.20-21</b></p> <p><b><u>Unit 1 – Lesson 11:</u></b> Active &amp; Passive Voice <b>Pg.22-23</b></p> <p><b><u>Unit 1 – Lesson 12:</u></b> Mood <b>Pg.24-25</b></p> <p><b><u>Unit 1 – Lesson 13:</u></b> Shifts in Voice &amp; Mood <b>Pg.26-27</b></p> <p><b><u>Unit 1 – Lesson 14:</u></b> Nonstandard and Informal Language <b>Pg.28-29</b></p> <p><b><u>Unit 3 – Lesson 21:</u></b> Complete Sentences, Fragments, &amp; Run-ons <b>Pg.48-49</b></p> <p><b><u>Unit 3 – Lesson 22:</u></b> Simple Sentences and Compound Sentences <b>Pg.50-51</b></p> <p><b><u>Unit 3 – Lesson 23:</u></b> Complex Sentences and Compound- Complex Sentences <b>Pg.52-53</b></p>	<p><b><u>Unit 1 – Practice 8:</u></b> Independent and Dependent Clauses <b>Pg.16-17</b></p> <p><b><u>Unit 1 – Practice 9:</u></b> Adjectives and Adverb Clauses <b>Pg.18-19</b></p> <p><b><u>Unit 1 – Practice 10:</u></b> Misplaced and Dangling Modifiers <b>Pg.20-21</b></p> <p><b><u>Unit 1 – Practice 11:</u></b> Active &amp; Passive Voice <b>Pg.22-23</b></p> <p><b><u>Unit 1 – Practice 12:</u></b> Mood <b>Pg.24-25</b></p> <p><b><u>Unit 1 – Practice 13:</u></b> Shifts in Voice &amp; Mood <b>Pg.26-27</b></p> <p><b><u>Unit 1 – Practice 14:</u></b> Nonstandard and Informal Language <b>Pg.28-29</b></p> <p><b><u>Unit 3 – Practice 21:</u></b> Complete Sentences, Fragments, &amp; Run-ons <b>Pg.46-47</b></p> <p><b><u>Unit 3 – Practice 22:</u></b> Simple Sentences and Compound Sentences <b>Pg.48-49</b></p> <p><b><u>Unit 3 – Practice 23:</u></b> Complex Sentences and Compound- Complex Sentences <b>Pg.50-51</b></p>		<p> Conjunctions pt1.pdf</p> <p> Conjunctions pt2.pdf</p> <p> Participle.pdf</p>
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<p><b>LA.ABE.2:</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	<p><b>6.L.2 (High) 8.L.2 (High)</b> <b>7.L.2 (Low) :</b></p> <p>a) Use punctuation (commas, parentheses, ellipsis, dashes) to set off nonrestrictive / parenthetical elements.</p> <p>b) Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt).</p> <p>c) Use an ellipsis to indicate an omission.</p> <p>d) Spell correctly.</p>	<p><b>Unit 1 – Lesson 4:</b> Use Commas, Parenthesis, and Dashes <b>Pg.40-45</b></p> <p><b>Unit 1 – Lesson 5:</b> Use Ellipses <b>Pg.46-50</b></p> <p><b>Unit 1 – Lesson 6:</b> Spell Correctly <b>Pg.51-57</b></p>	<p><b>Unit 1 – Strategy 4:</b> Use Commas, Parenthesis, and Dashes <b>Pg.18-19</b></p> <p><b>Unit 1 – Strategy 5:</b> Use Ellipses <b>Pg.20-21</b></p> <p><b>Unit 1 – Strategy 6:</b> Spell Correctly <b>Pg.22-23</b></p>	<p><b>Unit 2 – Lesson 15:</b> Commas <b>Pg.32-33</b></p> <p><b>Unit 2 – Lesson 16:</b> Apostrophes <b>Pg.34-35</b></p> <p><b>Unit 2 – Lesson 17:</b> Quotation Marks and Ellipses <b>Pg.36-37</b></p> <p><b>Unit 2 – Lesson 18:</b> Parentheses, Dashes, and Commas <b>Pg.38-39</b></p> <p><b>Unit 2 – Lesson 19:</b> Capitalization <b>Pg.40-41</b></p> <p><b>Unit 2 – Lesson 20:</b> Spelling <b>Pg.42-45</b></p>	<p><b>Unit 2 – Practice 15:</b> Commas <b>Pg.32-33</b></p> <p><b>Unit 2 – Practice 16:</b> Apostrophes <b>Pg.34-35</b></p> <p><b>Unit 2 – Practice 17:</b> Quotation Marks and Ellipses <b>Pg.36-37</b></p> <p><b>Unit 2 – Practice 18:</b> End Marks, Commas, Ellipses, Parentheses, and Dashes <b>Pg.38-39</b></p> <p><b>Unit 2 – Practice 19:</b> Capitalization <b>Pg.40-41</b></p> <p><b>Unit 2 – Practice 20:</b> Spelling <b>Pg.42-43</b></p>	<p><b>Online Lessons:</b></p> <ul style="list-style-type: none"> <li>• Commas with Beginning, Ending, and Inessential Phrases</li> <li>• Commas Test-Out Quiz</li> <li>• Commas Unit Quiz</li> <li>• The “i before e” Rule</li> <li>• Adding Endings</li> <li>• Spelling Test-Out Quiz</li> <li>• Spelling Unit Quiz</li> <li>• Dashes and Hyphens</li> <li>• Ellipses</li> <li>• Advanced Punctuation Test-Out Quiz</li> <li>• Advanced Punctuation Unit Quiz</li> <li>• Commas in Series and Joining Sentences</li> </ul>	<p> Commas 1.pdf</p> <p> Commas 2.pdf</p> <p> Apostrophes.pdf</p> <p> Spelling.pdf</p> <p> Spelling 2.pdf</p> <p> Capitalization.pdf</p>
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**KNOWLEDGE OF LANGUAGE (10% of test)**


<p><b>LA.ABE.3:</b> Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p>	<p><b>7.L.3 (Low)</b> Use knowledge of language and its conventions when writing, speaking, reading, or listening. Vary sentence patterns for meaning, reader/listener interest, and style.</p> <p><b>6.L.3 (Low)</b> Use knowledge of language and its conventions when writing, speaking, reading, or listening. Maintain consistency in style and tone.</p>	<p><b>Unit 1 – Lesson 7:</b> Craft Different Kinds of Sentences <b>Pg.58-63</b></p> <p><b>Unit 1 – Lesson 8:</b> Use Effective Language to Express Ideas <b>Pg.64-70</b></p>	<p><b>Unit 1 – Strategy 7:</b> Craft Different Kinds of Sentences <b>Pg.27-28</b></p> <p><b>Unit 1 – Strategy 8:</b> Use Effective Language to Express Ideas <b>Pg.29-30</b></p>	<p><b>Unit 3 – Lesson 24:</b> Sentence Variety <b>Pg.54-55</b></p> <p><b>Unit 4 – Lesson 28:</b> Precise Words <b>Pg.66-67</b></p> <p><b>Unit 4 – Lesson 29:</b> Consistent Style and Tone <b>Pg.68-69</b></p>	<p><b>Unit 3 – Practice 24:</b> Sentence Variety <b>Pg.52-53</b></p> <p><b>Unit 4 – Practice 28:</b> Precise Words <b>Pg.62-63</b></p> <p><b>Unit 4 – Practice 29:</b> Consistent Style and Tone <b>Pg.64-65</b></p>	<p><b>Online Lessons:</b></p> <ul style="list-style-type: none"> <li>• Style and Tone</li> <li>• Language and Purpose</li> <li>• Writing for a Purpose Test-Out Quiz</li> <li>• Writing for a Purpose Unit Quiz</li> <li>• Clichés</li> <li>• Wordiness and Awkward Language</li> <li>• Effective Language Test-Out Quiz</li> <li>• Effective Language Unit Quiz</li> </ul>	<p> Tone.pdf</p>
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**VOCABULARY ACQUISITION AND USE (23% of test)**

<p><b>LA.ABE.4:</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p>	<p><b>6.L.4 (High)</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies. Use context (e.g., definitions, examples, restatements, cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p>	<p><b>Unit 2 – Lesson 1:</b> Determine Definitions <b>Pg.74-80</b></p>	<p><b>Unit 3 – Strategy 9:</b> Determine Definitions <b>Pg.32-35</b></p>	<p><b>Unit 4 – Lesson 25:</b> Context Clues <b>Pg.60-61</b></p> <p><b>Unit 4 – Lesson 26:</b> Roots and Prefixes <b>Pg.62-63</b></p> <p><b>Unit 4 – Lesson 27:</b> Roots and Suffixes <b>Pg.64-65</b></p> <p><b>Unit 4 – Lesson 30:</b> Using Reference Sources <b>Pg.70-71</b></p>	<p><b>Unit 4 – Practice 25:</b> Context Clues <b>Pg.56-57</b></p> <p><b>Unit 4 – Practice 26:</b> Roots and Prefixes <b>Pg.58-59</b></p> <p><b>Unit 4 – Practice 27:</b> Roots and Suffixes <b>Pg.60-61</b></p> <p><b>Unit 4 – Practice 30:</b> Using Reference Sources <b>Pg.66-67</b></p>	<p><b>Online Lessons:</b></p> <ul style="list-style-type: none"> <li>• Word Structure: Prefixes</li> <li>• Word Structure: Roots</li> <li>• Word Structure: Suffixes</li> <li>• Intermediate Vocabulary Test-Out Quiz</li> <li>• Intermediate Vocabulary Unit Quiz</li> <li>• Complex Word Context</li> <li>• Advanced Affixes and Roots</li> <li>• Using Reference Materials</li> <li>• Advanced Vocabulary Test-Out Quiz</li> <li>• Advanced Vocabulary Unit Quiz</li> </ul>	<p align="center"> Context Clues.pdf</p> <p align="center"> Context Clues 2.pdf</p>
<p><b>LA.ABE.6:</b> Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the state level; demonstrate independence in gathering vocabulary knowledge when encountering a word or phrase important to comprehension or expression.</p>	<p><b>8.L.6 (Medium)</b> Acquire and use accurately level-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p><b>Unit 2 – Lesson 2:</b> Choose Precise Words <b>Pg.81-86</b></p>	<p><b>Unit 3 – Strategy 10:</b> Choose Precise Words <b>Pg.36-37</b></p>	<p><b>REVIEW:</b> The following standards were covered prior to today:</p> <p><b>Unit 4 – Lesson 25</b> <b>Unit 4 – Lesson 26</b> <b>Unit 4 – Lesson 27</b> <b>Unit 4 – Lesson 28</b></p> <p>Feel free to review as needed.</p>	<p><b>REVIEW:</b> The following standards were covered prior to today:</p> <p><b>Unit 4 – Practice 25</b> <b>Unit 4 – Practice 26</b> <b>Unit 4 – Practice 27</b> <b>Unit 4 – Practice 28</b></p> <p>Feel free to review as needed.</p>	<p><b>Online Lessons:</b></p> <ul style="list-style-type: none"> <li>• Building Vocabulary</li> <li>• Intermediate Vocabulary Test-Out Quiz</li> <li>• Intermediate Vocabulary Unit Quiz</li> </ul>	<p align="center"> Idioms.pdf</p>

**TEXT TYPES AND PURPOSES (23% of test)**

<p><b>WR.ABE.1:</b> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p>	<p><b>7.W.1 (High)</b> Write arguments to support claims with clear reasons and relevant evidence.  a) Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.  b) Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</p>	<p><b>Unit 3 – Lesson 1:</b>  Write Arguments  <b>Pg.90-97</b></p>	<p><b>Unit 4 – Strategy 11:</b>  Write Arguments  <b>Pg.40-42</b></p>	<p><b>Unit 5 – Lesson 31:</b>  Argumentative and Informative Texts  <b>Pg.74-75</b></p> <p><b>Unit 5 – Lesson 32:</b>  Topic Sentence  <b>Pg.76-77</b></p> <p><b>Unit 5 – Lesson 33:</b>  Supporting Sentences  <b>Pg.78-79</b></p> <p><b>Unit 5 – Lesson 34:</b>  Organizational Structure  <b>Pg.80-81</b></p> <p><b>Unit 5 – Lesson 38:</b>  Transitions  <b>Pg.88-89</b></p> <p><b>Unit 5 – Lesson 39:</b>  Formal Style and Objective Tone  <b>Pg.90-91</b></p> <p><b>Unit 5 – Lesson 40:</b>  Conclusion  <b>Pg.92-93</b></p>	<p><b>Unit 5 – Practice 31:</b>  Argumentative and Informative Texts  <b>Pg.70-71</b></p> <p><b>Unit 5 – Practice 32:</b>  Topic Sentence  <b>Pg.72-73</b></p> <p><b>Unit 5 – Practice 33:</b>  Supporting Sentences  <b>Pg.74-75</b></p> <p><b>Unit 5 – Practice 34:</b>  Organizational Structure  <b>Pg.76-77</b></p> <p><b>Unit 5 – Practice 38:</b>  Transitions  <b>Pg.84-85</b></p> <p><b>Unit 5 – Practice 39:</b>  Formal Style and Objective Tone  <b>Pg.86-87</b></p> <p><b>Unit 5 – Practice 40:</b>  Conclusion  <b>Pg.88-89</b></p>	<p><b>Online Lessons:</b></p> <ul style="list-style-type: none"> <li>• Essay Prompt: Cats vs. Dogs</li> <li>• Organizing Written Works</li> <li>• Organization Test-Out Quiz</li> <li>• Organization Unit Quiz</li> <li>• The Elements of Persuasion</li> <li>• Building an Argument</li> <li>• Fallacies in an Argument</li> <li>• Evaluating Arguments</li> <li>• Comparing Arguments</li> <li>• Arguments Test-Out Quiz</li> <li>• Arguments Unit Quiz</li> <li>• Style and Tone</li> <li>• Language and Purpose</li> <li>• Planning History and Science Writing</li> <li>• Drafting History and Science Writing</li> <li>• Writing for a Purpose Test-Out Quiz</li> <li>• Writing for a Purpose Unit Quiz</li> <li>• Introducing Claims and Counterclaims</li> <li>• Developing Claims and Counterclaims</li> <li>• Cohesion and Clarity</li> <li>• Writing an Argument's Conclusion</li> <li>• Writing Arguments Test-Out Quiz</li> <li>• Writing Arguments Unit Quiz</li> <li>• Essay Prompt: Pictures and Images</li> <li>• Essay Prompt: Trucks vs. Cars</li> </ul>	<p align="center">   Extra Practice Level D.pdf </p>
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<p><b>WR.ABE.2:</b> Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p>	<p><b>6-8.WHST.2 (Medium)</b> Write informative and explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (This includes the narration of historical events, scientific procedures/ experiments, or technical processes.) a) Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b) Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. c) Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. d) Use precise language and domain-specific vocabulary to inform about or explain the topic. e) Establish and maintain a formal style. f) Provide a concluding statement or section that follows from and supports the information or explanation presented.</p>	<p><b>Unit 3 – Lesson 2:</b> Write Informational Pieces <b>Pg.98-107</b></p>	<p><b>Unit 4 – Strategy 12:</b> Write Informational Pieces <b>Pg.43-47</b></p>	<p><b>Unit 5 – Lesson 35:</b> Formatting <b>Pg.82-83</b></p> <p><b>Unit 5 – Lesson 36:</b> Graphics and Multimedia <b>Pg.84-85</b></p> <p><b>Unit 5 – Lesson 37:</b> Word Choice <b>Pg.86-87</b></p>	<p><b>Unit 5 – Practice 35:</b> Formatting and Text Features <b>Pg.78-79</b></p> <p><b>Unit 5 – Practice 36:</b> Graphics and Multimedia <b>Pg.80-81</b></p> <p><b>Unit 5 – Practice 37:</b> Word Choice <b>Pg.82-83</b></p>	<p><b>Online Lessons:</b></p> <ul style="list-style-type: none"> <li>• Choosing Precise Language</li> </ul>	<p> Word Choice.pdf</p>
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## **Language Arts Anchor Standards**

LA.ABE.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

LA.ABE.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

LA.ABE.3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

LA.ABE.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

LA.ABE.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

LA.ABE.6: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the state level; demonstrate independence in gathering vocabulary knowledge when encountering a word or phrase important to comprehension or expression.

## **Writing (WR) Anchor Standards**

WR.ABE.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

WR.ABE.2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

WR.ABE.3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

WR.ABE. 4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

WR.ABE 5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

WR.ABE 6: Use technology, including the Internet, to produce and publish writing, and to interact and collaborate with others.

WR.ABE 7: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

WR.ABE 8: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

WR.ABE 9: Draw evidence from literary or informational texts to support analysis, reflection, and research. (Apply this standard to texts of appropriate complexity as outlined by Reading Standard 10.)