



TABE 13&14 Skills Crosswalk

Reading



Domain **KEY IDEAS AND DETAILS**

Level A

TABE Skill Description	Standard	CCR Standard Description
Use details to support a given inference	9–10.RI.1 9–10.RL.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
Use details to support a stated idea	9–10.RI.1 9–10.RL.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
Use details to support a stated idea in a very complex text	9–10.RI.1 9–10.RL.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
Use evidence to support a conclusion	9–10.RI.1 9–10.RL.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
Use evidence to support an analysis of ideas within very complex text	9–10.RI.1 9–10.RL.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
Use evidence to support an analysis of the development of ideas within an informational text	9–10.RI.1 9–10.RL.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
Analyze the development of a central idea	9–10.RI.2	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
Determine a central idea of a moderately complex text	9–10.RI.2	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
Use evidence to support the determination of central idea in a very complex text	9–10.RI.2	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
Identify a key detail to include in a summary of a text	9–10.RI.2 9–10.RL.2	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
Explain how theme is developed in a moderately complex text	9–10.RL.2	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
Identify a detail to add to a summary of a literary text	9–10.RL.2	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
Summarize a moderately complex literary text	9–10.RL.2	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

Domain KEY IDEAS AND DETAILS

Level A

TABE Skill Description	Standard	CCR Standard Description
Use evidence to support the analysis of the development of a central idea	9–10.RI.2 9–10.RL.2	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
Use evidence to support the determination of central idea in a moderately complex text	9–10.RI.2 9–10.RL.2	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
Determine a central idea of a very complex text	9–10.RI.2 9–10.RL.2	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
Draw a conclusion based on evidence	9–10.RI.2 9–10.RL.2	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
Analyze the connection of ideas across a highly complex text	11–12.RI.3	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
Analyze the connection of ideas across a moderately complex text	11–12.RI.3	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
Analyze the connection of ideas across a moderately to very complex text	11–12.RI.3	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
Analyze the connection of ideas across a very complex text	11–12.RI.3	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
Analyze the connection of ideas within a section of text	11–12.RI.3	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
Analyze the development of ideas across a moderately to very complex text	11–12.RI.3	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
Make distinctions between ideas in very complex text	11–12.RI.3	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

Domain CRAFT AND STRUCTURE, VOCABULARY

Level A

TABE Skill Description	Standard	CCR Standard Description
Identify the idea developed in multiple sections of text	11–12.RI.3	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
Determine the impact of word choice on meaning (commonly used phrase)	9–10.RI.4 9–10.RL.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.
Determine the impact of word choice on meaning (commonly used word)	9–10.RI.4 9–10.RL.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.
Determine the impact of word choice on meaning (grade-level words or phrases)	9–10.RI.4 9–10.RL.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.
Determine the impact of word choice on tone	9–10.RI.4 9–10.RL.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.
Determine the impact of word choice on tone by making inferences	9–10.RI.4 9–10.RL.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.
Determine the meaning of tier 1 words in context	9–10.RI.4 9–10.RL.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.
Determine the meaning of tier 2 terms in context	9–10.RI.4 9–10.RL.4 9-10.RST.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context.
Determine the meaning of tier 2 terms with abundant context clues	9–10.RI.4 9–10.RL.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.
Determine the meaning of tier 2 words in context	9–10.RI.4 9–10.RL.4 11-12.L.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone. Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.

Domain CRAFT AND STRUCTURE, VOCABULARY

Level A

TABE Skill Description	Standard	CCR Standard Description
Use evidence to support a stated impact of word choice on meaning	9–10.RI.4 9–10.RL.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.
Analyze the function of a section of text to develop ideas in an informational text	9–10.RI.5	Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.
Analyze the function of multiple sections to develop ideas in a very complex text	9–10.RI.5	Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.
Analyze the effectiveness of the structure in a moderately to very complex text	11–12.RI.5	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
Analyze the effectiveness of the structure in a very complex text	11–12.RI.5	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
Analyze the effectiveness of the text structure	11–12.RI.5	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
Analyze the effectiveness of the text structure in a moderately complex text	11–12.RI.5	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
Analyze the purpose of the text structure	11–12.RI.5	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
Analyze author’s method for developing point of view	9–10.RI.6	Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
Analyze method for developing point of view (including rhetoric)	9–10.RI.6	Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
Determine author’s point of view in a moderately complex text	9–10.RI.6	Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
Determine author’s purpose in a moderately complex informational text	9–10.RI.6	Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
Determine author’s purpose in an informational text	9–10.RI.6	Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
Use evidence to support a stated point of view	9–10.RI.6	Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
Use evidence to support determination of author’s point of view	9–10.RI.6	Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
Use evidence to support determination of point of view in a very complex text	9–10.RI.6	Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

Domain CRAFT AND STRUCTURE, VOCABULARY

Level A

TABE Skill Description	Standard	CCR Standard Description
Analyze a point of view reflected in a work of literature	9–10.RL.6	Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.
Analyze how narrative point of view influences how events are described	9–10.RL.6	Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.
Identify a point of view shared by characters	11–12. RL.6	Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant.
Compare point of view across multiple texts	9–10.RH.6	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.

Domain INTEGRATION OF KNOWLEDGE AND IDEAS

Level A

TABE Skill Description	Standard	CCR Standard Description
Explain the connection between text and moderately complex graphics	11-12.RI.7	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
Explain the connection between very complex text and graphics	11-12.RI.7	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
Use simple graphics to support understanding of text	11-12.RI.7	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
Integrate information from moderately complex text and a graphic	11-12.RI.7	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
Integrate information from moderately complex text and quantitative information	11-12.RI.7	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
Integrate information from very complex text and a moderately complex graphic	11-12.RI.7	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
Identify ideas used to develop an author's claim	9–10.RI.8	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.
Use text evidence to support an author's claim	9–10.RI.8	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.
Evaluate support for an idea in a slightly complex text	9–10.RI.8	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

Domain **INTEGRATION OF KNOWLEDGE AND IDEAS**

Level A

TABE Skill Description	Standard	CCR Standard Description
Evaluate support for an idea in a text	9–10.RI.8	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.
Evaluate support for an idea in a very complex text	9–10.RI.8	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.
Identify the purpose of a foundational U.S. document	9–10.RI.9 11-12.RI.9	Analyze seminal U.S. documents of historical and literary significance (e.g., Washington’s Farewell Address, the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s Letter from Birmingham Jail), including how they address related themes and concepts. Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln’s Second Inaugural Address) for their themes, purposes, and rhetorical features.

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