



TABE 13&14 Skills Crosswalk

Reading



Domain **KEY IDEAS AND DETAILS**

Level E

TABE Skill Description	Standard	CCR Standard Description
Use text evidence to identify specific points	2.RI.1 2.RL.1	Ask and answer such questions as <i>who, what, where, when, why,</i> and <i>how</i> to demonstrate understanding of key details in a text.
Make an inference about details	2.RI.1 2.RL.1	Ask and answer such questions as <i>who, what, where, when, why,</i> and <i>how</i> to demonstrate understanding of key details in a text.
Recount key details of a slightly complex text without requiring inference	2.RI.1 2.RL.1	Ask and answer such questions as <i>who, what, where, when, why,</i> and <i>how</i> to demonstrate understanding of key details in a text.
Respond consistently to basic questions about key details in a text	2.RI.1 2.RL.1	Ask and answer such questions as <i>who, what, where, when, why,</i> and <i>how</i> to demonstrate understanding of key details in a text.
Respond consistently to questions about key details in a moderately complex text	2.RI.1 2.RL.1	Ask and answer such questions as <i>who, what, where, when, why,</i> and <i>how</i> to demonstrate understanding of key details in a text.
Respond to basic questions about key details in a moderately complex text	2.RI.1 2.RL.1	Ask and answer such questions as <i>who, what, where, when, why,</i> and <i>how</i> to demonstrate understanding of key details in a text.
Respond to basic questions about key details in a slightly complex text	2.RI.1 2.RL.1	Ask and answer such questions as <i>who, what, where, when, why,</i> and <i>how</i> to demonstrate understanding of key details in a text.
Respond to inferential questions about key details	2.RI.1 2.RL.1	Ask and answer such questions as <i>who, what, where, when, why,</i> and <i>how</i> to demonstrate understanding of key details in a text.
Describe how a different narrative point of view would influence how events are described	2.RL.1	Ask and answer such questions as <i>who, what, where, when, why,</i> and <i>how</i> to demonstrate understanding of key details in a text.
Determine an inferred theme of a text across varying text complexities	3.RI.2	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	3.RI.2	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 slightly to moderately complex text	3.RI.2	Determine the main idea of a text; recount the key details and explain how they support the main idea.
Determine the main idea of a moderately to very complex text	2.RI.2 3.RI.2	Determine the main idea of a text; recount the key details and explain how they support the main idea.
Determine the main idea of a slightly complex text	3.RI.2	Determine the main idea of a text; recount the key details and explain how they support the main idea.
Determine the main idea of a slightly to moderately complex text	3.RI.2	Determine the main idea of a text; recount the key details and explain how they support the main idea.
Determine the main idea of a moderately complex text	3.RI.2	Determine the main idea of a text; recount the key details and explain how they support the main idea.

Domain KEY IDEAS AND DETAILS

Level E

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Summarize a literary text	3.RI.2	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	3.RI.2	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 slightly to moderately complex text	3.RI.2	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	3.RI.2	Determine the main idea of a text; recount the key details and explain how they support the main idea.
Describe an explicit connection between ideas in a slightly complex text	3.RI.3	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 an explicit connection between ideas in a slightly to moderately complex text	2.RI.3 3.RI.3	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 slightly complex text	3.RI.3	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	3.RI.3	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	3.RI.3	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.
Explain sequence of an event in a very complex text	3.RI.3	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.
Identify a connection between steps	3.RI.3	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.
Use details to describe a connection between ideas	3.RI.3	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.
Use details to support inferences regarding connections in a text	3.RI.3	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.

Domain CRAFT AND STRUCTURE, VOCABULARY

Level E

TABE Skill Description	Standard	CCR Standard Description
Determine the meaning of a tier 1 word in context	2.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from an array of strategies.
Determine the meaning of a grade-level tier 1 word in context	3.RI.4	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 more difficult tier 1 word in context	3.RI.4	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 phrase in context	3.RI.4	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	3.RI.4	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	3.RI.4 3.L.5	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a topic or subject area. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., <i>knew</i> , <i>believed</i> , <i>suspected</i> , <i>heard</i> , <i>wondered</i>).
Determine the nonliteral meaning of a phrase used in a moderately complex text	3.RI.4	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 slightly complex text	3.RI.4	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 slightly to moderately complex text	3.RI.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a topic or subject area.
Describe the structure of a moderately to very complex text	2.RI.5	Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
Describe the structure of a section of moderately to very complex text	2.RI.5	Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
Use evidence to support comparisons of the structure of moderately to very complex texts	2.RI.5	Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
Use text features to locate details in slightly complex texts	3.RI.5	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	3.RI.5	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
Identify an explicitly stated author's purpose in a moderately complex text	2.RI.6	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	2.RI.6	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

Domain CRAFT AND STRUCTURE, VOCABULARY

Level E

TABE Skill Description	Standard	CCR Standard Description
Identify the author's purpose in a slightly complex text	2.RI.6	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
Identify the author's purpose in a slightly to moderately complex text	2.RI.6	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	2.RI.6	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	2.RI.6	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
Identify what the author wants to explain	2.RI.6	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

Domain INTEGRATION OF KNOWLEDGE AND IDEAS

Level E

TABE Skill Description	Standard	CCR Standard Description
Explain the connection between very complex text and graphics	3.RI.7	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
Use graphics to support understanding of a moderately complex text	3.RI.7	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
Use graphics to support understanding of a slightly complex text	3.RI.7	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
Use moderately complex graphics to support understanding of a moderately complex text	3.RI.7	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
Use text evidence to support reasons	2.RI.8	Describe how reasons support specific points the author makes in a text.
Compare important points in two texts on the same topic	3.RI.9	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	3.RI.9	Compare and contrast the most important points and key details presented in two texts on the same topic.
Compare the point of view across multiple texts on the same topic	3.RI.9	Compare and contrast the most important points and key details presented in two texts on the same topic.

Domain **READING FOUNDATIONAL SKILLS**

Level E

TABE Skill Description	Standard	CCR Standard Description
Consistently read unfamiliar multisyllabic words without context	2.RF.3 3.RF.3	Know and apply grade-level phonics and word analysis skills in decoding words.
Decode common multisyllable words	2.RF.3 3.RF.3	Know and apply grade-level phonics and word analysis skills in decoding words.
Decode multisyllable words consistently	2.RF.3 3.RF.3	Know and apply grade-level phonics and word analysis skills in decoding words.
Determine the meaning of common affixes	2.RF.3 3.RF.3	Know and apply grade-level phonics and word analysis skills in decoding words.
Determine word meaning based on prefix	2.RF.3 3.RF.3	Know and apply grade-level phonics and word analysis skills in decoding words.
Determine word meaning based on suffix	2.RF.3 3.RF.3	Know and apply grade-level phonics and word analysis skills in decoding words.
Determine word meaning based on suffix to complete a sentence	2.RF.3 3.RF.3	Know and apply grade-level phonics and word analysis skills in decoding words.
Identify a multisyllable word that matches a given meaning	2.RF.3 3.RF.3	Know and apply grade-level phonics and word analysis skills in decoding words.
Identify words with inconsistent but common spelling-sound correspondences	2.RF.3 3.RF.3	Know and apply grade-level phonics and word analysis skills in decoding words.
Know spelling-sound correspondences for common vowel teams	2.RF.3 3.RF.3	Know and apply grade-level phonics and word analysis skills in decoding words.
Recognize common irregularly spelled words	2.RF.3 3.RF.3	Know and apply grade-level phonics and word analysis skills in decoding words.
Recognize common irregularly spelled words that are frequently confused	2.RF.3 3.RF.3	Know and apply grade-level phonics and word analysis skills in decoding words.
Recognize grade-appropriate irregularly spelled words	2.RF.3 3.RF.3	Know and apply grade-level phonics and word analysis skills in decoding words.
Use context to recognize and understand words	2.RF.4	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

To learn more about TABE 13&14
call 800.538.9547 or visit www.TABEtest.com.

