



2008

**Educational Activities Software**  
Correlation to

**TABE**  
**Forms 9 & 10**

Tests of Adult Basic Education

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# Correlation of Educational Activities Software to TABE 9 &10

## LEVEL L

### Reading

Skill/Subskill	<i>Real Achievement Correlated Program</i>
<b>Pre-Reading Skills</b>	
Matching letters	
Recognizing letters	
Recognizing beginning and ending sounds	
Middle sounds	
<b>Interpret Graphic Information</b>	
Signs	<i>Diascriptive Reading I</i>
<b>Words in Context</b>	
Word meaning	<i>Core Reading &amp; Vocabulary Development; Diascriptive Reading I</i>
Word recognition graphics	
Context meaning	<i>Core Reading &amp; Vocabulary Development; Diascriptive Reading I</i>
<b>Recall Information</b>	
Phrase and sentence meaning	<i>Core Reading &amp; Vocabulary Development; Diascriptive Reading I; Dilemma</i>
Literal	<i>Core Reading &amp; Vocabulary Development; Diascriptive Reading I; Dilemma</i>
Details	<i>Core Reading &amp; Vocabulary Development; Diascriptive Reading I; Dilemma</i>
Sequence	<i>Core Reading &amp; Vocabulary Development; Diascriptive Reading I; Dilemma</i>
Stated concepts	<i>Core Reading &amp; Vocabulary Development; Diascriptive Reading I; Dilemma</i>
<b>Construct Meaning</b>	
Passage meaning	<i>Core Reading &amp; Vocabulary Development; Diascriptive Reading I; Dilemma</i>
Interpretive	<i>Core Reading &amp; Vocabulary Development; Diascriptive Reading I; Dilemma</i>
Main idea	<i>Core Reading &amp; Vocabulary Development; Diascriptive Reading I; Dilemma</i>
Cause/effect	<i>Core Reading &amp; Vocabulary Development; Diascriptive Reading I; Dilemma</i>

<b>Mathematics Computation</b>		
<b>Skill/Subskill</b>		<b>Real Achievement Correlated Program</b>
<b>Addition of Whole Numbers</b>		
	No regrouping: up to 3 digits	
	No regrouping: column to 3 digits	
	Regrouping: up to 3 digits	
	Regrouping: column to 3 digits	
<b>Subtraction of Whole Numbers</b>		
	No regrouping: from 2 or 3 digits	
	Regrouping: from 2 or 3 digits	
<b>Applied Mathematics</b>		
<b>Skill/Subskill</b>		<b>Real Achievement Correlated Program</b>
<b>Number and Number Operations</b>		
	Ordinal numbers	
	Counting	
	Read, recognize numbers	
	Compare, order	
	Place value	
	Money	
<b>Data Analysis</b>		
	Bar, line, circle graph	
	Table, chart, diagram	
<b>Patterns, Functions, Algebra</b>		
	Geometric pattern	
	Number pattern	
<b>Measurement</b>		
	Calendar	
	Time	
	Length, distance	
<b>Geometry and Spatial Sense</b>		
	Solid figure	
	Plane figure	
	Visualization, spatial reasoning	
<b>Computation in Context</b>		
	Whole Numbers	

## LEVEL E

### Reading

<b>Skill/Subskill</b>		<b>Real Achievement Correlated Program</b>
<b>Interpret Graphic Information</b>		
	Signs	<i>Diascriptive Reading I; Diascriptive Reading II; How to Read for Everyday Living</i>
	Maps	<i>How to Read for Everyday Living</i>
	Graphs	
	Forms	<i>How to Write for Everyday Living</i>

	Consumer materials	<i>How to Read for Everyday Living</i>
	Dictionary usage	
<b>Words in Context</b>		
	Same meaning	<i>Diascriptive Reading I;</i> <i>Diascriptive Reading II;</i> <i>Dilemma</i>
	Opposite meaning	
	Appropriate word	<i>Diascriptive Reading I;</i> <i>Diascriptive Reading II</i>
<b>Recall Information</b>		
	Details	<i>Diascriptive Reading I;</i> <i>Diascriptive Reading II;</i> <i>Dilemma</i>
	Sequence	<i>Diascriptive Reading I;</i> <i>Diascriptive Reading II;</i> <i>Dilemma</i>
	Stated concepts	<i>Diascriptive Reading I;</i> <i>Diascriptive Reading II;</i> <i>Dilemma</i>
<b>Construct Meaning</b>		
	Character aspects	
	Main idea	<i>Diascriptive Reading I;</i> <i>Diascriptive Reading II;</i> <i>Dilemma</i>
	Cause/effect	<i>Diascriptive Reading I;</i> <i>Diascriptive Reading II;</i> <i>Dilemma</i>
	Compare/contrast	<i>Diascriptive Reading I;</i> <i>Diascriptive Reading II;</i> <i>Dilemma</i>
	Conclusion	<i>Diascriptive Reading I;</i> <i>Diascriptive Reading II;</i> <i>Dilemma</i>
<b>Evaluate/Extend Meaning</b>		
	Fact/opinion	
	Predict outcomes	
<b>Mathematics Computation</b>		
<b>Skill/Subskill</b>		<b><i>Real Achievement Correlated Program</i></b>
<b>Addition of Whole Numbers</b>		
	No regrouping: up to 3 digits	<i>Basic Math Competency Skill Building</i>
	No regrouping: column to 3 digits	<i>Basic Math Competency Skill Building</i>
	No regrouping: up to 4 digits	<i>Basic Math Competency Skill Building</i>
	Regrouping: up to 3 digits	<i>Basic Math Competency Skill Building</i>
	Regrouping: column to 3 digits	<i>Basic Math Competency Skill Building</i>
<b>Subtraction of Whole Numbers</b>		
	No regrouping: from 2 or 3 digits	<i>Basic Math Competency Skill Building</i>
	Regrouping: from 2 or 3 digits	<i>Basic Math Competency Skill Building</i>
<b>Multiplication of Whole Numbers</b>		
	No regrouping: basic facts	<i>Basic Math Competency Skill Building</i>
	No regrouping: by 1 digit	<i>Basic Math Competency Skill Building</i>
	Regrouping: by 1 digit	<i>Basic Math Competency Skill Building</i>
<b>Division of Whole Numbers</b>		

	No remainder: basic facts	<i>Basic Math Competency Skill Building</i>
	No remainder: by 1 digit	<i>Basic Math Competency Skill Building</i>
	Remainder: by 1 digit	<i>Basic Math Competency Skill Building</i>
<b>Decimals</b>		
	Addition	<i>Basic Math Competency Skill Building</i>
	Subtraction	<i>Basic Math Competency Skill Building</i>
<b>Applied Mathematics</b>		
<b>Skill/Subskill</b>		<b>Real Achievement Correlated Program</b>
<b>Number and Number Operations</b>		
	Ordinal numbers	
	Counting	
	Odd, even numbers	
	Read, recognize numbers	<i>Basic Math Competency Skill Building</i>
	Compare, order	
	Place value	
	Money	<i>Math for Everyday Living</i>
	Operations sense	
	Operation properties	
	Fractional part	
	Equivalent forms	
<b>Data Analysis</b>		
	Bar, line, circle graph	
	Table, chart, diagram	
	Conclusions from data	
<b>Statistics and Probability</b>		
	Probability	
	Statistics	
<b>Patterns, Functions, Algebra</b>		
	Geometric pattern	
	Number pattern	
	Missing element	
	Variable, expressions, equation	
<b>Measurement</b>		
	Calendar	
	Time	<i>Math for Everyday Living</i>
	Length, distance	<i>Basic Math Competency Skill Building</i>
	Appropriate tool	
	Use ruler	<i>Basic Math Competency Skill Building</i>
	Appropriate unit	
	Mass, weight	
<b>Geometry and Spatial Sense</b>		
	Solid figure	
	Plane figure	
	Visualization, spatial reasoning	
	Congruence, similarity	
<b>Computation in Context</b>		
	Whole numbers	<i>Basic Math Competency Skill Building</i>
	Decimals	<i>Basic Math Competency Skill Building</i>
	Fractions	<i>Basic Math Competency Skill Building</i>
<b>Problem Solving and Reasoning</b>		
	Identify missing/ extra information	
	Model problem situation, solution	

	Solve problem	<i>Intro to Solving Algebraic Word Problems</i>
<b>Estimation</b>		
	Reasonableness of answer	
	Rounding	<i>Basic Math Competency Skill Building</i>
	Estimation	
<b>Language</b>		
	<b>Skill/Subskill</b>	<b>Real Achievement Correlated Program</b>
<b>Usage</b>		
	Pronouns	<i>Diascriptive Language Arts Development</i>
	Tense	<i>Diascriptive Language Arts Development</i>
	Subject/verb agreement	<i>Diascriptive Language Arts Development</i>
	Adjective	<i>Diascriptive Language Arts Development</i>
<b>Sentence Formation</b>		
	Sentence recognition	<i>Diascriptive Language Arts Development</i>
	Sentence combining	<i>Diascriptive Language Arts Development</i>
<b>Paragraph Development</b>		
	Topic sentence	<i>Writing Process Workshop</i>
	Supporting sentences	<i>Writing Process Workshop</i>
	Sequence	<i>Writing Process Workshop</i>
	Unrelated sentence	
<b>Capitalization</b>		
	First word	<i>Diascriptive Language Arts Development; Writing Process Workshop</i>
	Proper nouns	<i>Diascriptive Language Arts Development; Writing Process Workshop</i>
	Title of work	<i>Diascriptive Language Arts Development; Writing Process Workshop</i>
<b>Punctuation</b>		
	End marks	<i>Diascriptive Language Arts Development; Writing Process Workshop</i>
	Commas	<i>Diascriptive Language Arts Development; Writing Process Workshop</i>
<b>Writing Conventions</b>		
	Quotation marks	<i>Diascriptive Language Arts Development; Writing Process Workshop</i>
	Apostrophes	<i>Diascriptive Language Arts Development; Writing Process Workshop</i>
	City/state	<i>Diascriptive Language Arts Development; Writing Process Workshop</i>
	Letter parts	<i>Diascriptive Language Arts Development; Writing Process Workshop</i>
<b>Vocabulary</b>		
	<b>Skill/Subskill</b>	<b>Real Achievement Correlated Program</b>
<b>Word Meaning</b>		
	Category/definition	<i>Diascriptive Reading I; Diascriptive Reading II</i>
	Synonym	<i>Diascriptive Reading I; Diascriptive Reading II</i>
	Appropriate word	<i>Diascriptive Reading I; Diascriptive Reading II</i>
<b>Multimeaning Words</b>		

	Multimeaning words	<i>Diascriptive Reading I;</i> <i>Diascriptive Reading II</i>
<b>Words in Context</b>		
	Word in context	<i>Diascriptive Reading I;</i> <i>Diascriptive Reading II</i>
<b>Language Mechanics</b>		
<b>Skill/Subskill</b>		<b>Real Achievement Correlated Program</b>
<b>Sentences, Phrases, Clauses</b>		
	First word	<i>Diascriptive Language Arts Development;</i> <i>Writing Process Workshop</i>
	End marks	<i>Diascriptive Language Arts Development;</i> <i>Writing Process Workshop</i>
	Commas	<i>Diascriptive Language Arts Development;</i> <i>Writing Process Workshop</i>
<b>Writing Conventions</b>		
	Pronouns	<i>Diascriptive Language Arts Development;</i> <i>Writing Process Workshop</i>
	City/state	<i>Diascriptive Language Arts Development;</i> <i>Writing Process Workshop</i>
	Apostrophes	<i>Diascriptive Language Arts Development;</i> <i>Writing Process Workshop</i>
	Capitalize title	<i>Diascriptive Language Arts Development;</i> <i>Writing Process Workshop</i>
	Proper nouns	<i>Diascriptive Language Arts Development;</i> <i>Writing Process Workshop</i>
	Letter parts	<i>Diascriptive Language Arts Development;</i> <i>Writing Process Workshop</i>

<b>LEVEL M</b>		
<b>Reading</b>		
<b>Skill/Subskill</b>		<b>Real Achievement Correlated Program</b>
<b>Interpret Graphic Information</b>		
	Graphs	
	Forms	<i>How to Write for Everyday Living</i>
	Consumer materials	<i>How to Read for Everyday Living</i>
	Index	
<b>Words in Context</b>		
	Same meaning	<i>Diascriptive Reading I;</i> <i>Diascriptive Reading II;</i> <i>Diascriptive Reading III</i>
	Opposite meaning	
<b>Recall information</b>		
	Details	<i>Diascriptive Reading I;</i> <i>Diascriptive Reading II;</i> <i>Diascriptive Reading III;</i> <i>Dilemma</i>
	Sequence	<i>Diascriptive Reading I;</i> <i>Diascriptive Reading II;</i> <i>Diascriptive Reading III;</i> <i>Dilemma</i>

		<i>Diascriptive Reading I; Diascriptive Reading II; Diascriptive Reading III; Dilemma</i>
<b>Construct Meaning</b>	Stated concepts	
	Character aspects	
	Main idea	<i>Diascriptive Reading I; Diascriptive Reading II; Diascriptive Reading III; Dilemma</i>
	Summary/paraphrase	<i>Diascriptive Reading I; Diascriptive Reading II; Diascriptive Reading III; Dilemma</i>
	Cause/effect	<i>Diascriptive Reading I; Diascriptive Reading II; Diascriptive Reading III; Dilemma</i>
	Compare/contrast	<i>Diascriptive Reading I; Diascriptive Reading II; Diascriptive Reading III; Dilemma</i>
	Conclusion	<i>Diascriptive Reading I; Diascriptive Reading II; Diascriptive Reading III; Dilemma</i>
	Supporting evidence	
<b>Evaluate/Extend Meaning</b>		
	Fact/opinion	<i>Diascriptive Reading II</i>
	Predict outcomes	<i>Diascriptive Reading I; Diascriptive Reading II; Diascriptive Reading III; Dilemma</i>
	Apply passage elements	
	Generalizations	
	Effect/intention	<i>Diascriptive Reading I; Diascriptive Reading II; Diascriptive Reading III; Dilemma</i>
	Author purpose	
	Style techniques	

### Mathematics Computation

Skill/Subskill	Real Achievement Correlated Program
<b>Addition of Whole Numbers</b>	
No regrouping: up to 3 digits	<i>Basic Math Competency Skill Building</i>
No regrouping: column to 3 digits	<i>Basic Math Competency Skill Building</i>
Regrouping: up to 3 digits	<i>Basic Math Competency Skill Building</i>
Regrouping: column to 3 digits	<i>Basic Math Competency Skill Building</i>
Regrouping: up to 4 digits	<i>Basic Math Competency Skill Building</i>
<b>Subtraction of Whole Numbers</b>	
No regrouping: from 2 or 3 digits	<i>Basic Math Competency Skill Building</i>
Regrouping: from 2 or 3 digits	<i>Basic Math Competency Skill Building</i>
Regrouping: up to 4 digits	<i>Basic Math Competency Skill Building</i>

<b>Multiplication of Whole Numbers</b>		
	No regrouping: by 1 digit	<i>Basic Math Competency Skill Building</i>
	No regrouping: by 2+ digits	<i>Basic Math Competency Skill Building</i>
	Regrouping: by 1 digit	<i>Basic Math Competency Skill Building</i>
	Regrouping: by 2+ digits	<i>Basic Math Competency Skill Building</i>
<b>Division of Whole Numbers</b>		
	No remainder: by 1 digit	<i>Basic Math Competency Skill Building</i>
	No remainder: by 2+ digits	<i>Basic Math Competency Skill Building</i>
	Remainder: by 1 digit	<i>Basic Math Competency Skill Building</i>
	Remainder: by 2+ digits	<i>Basic Math Competency Skill Building</i>
<b>Decimals</b>		
	Addition	<i>Basic Math Competency Skill Building</i>
	Subtraction	<i>Basic Math Competency Skill Building</i>
	Multiplication	<i>Basic Math Competency Skill Building</i>
<b>Fractions</b>		
	Addition	<i>Basic Math Competency Skill Building</i>
	Subtraction	<i>Basic Math Competency Skill Building</i>
<b>Applied Mathematics</b>		
<b>Skill/Subskill</b>		<b>Real Achievement Correlated Program</b>
<b>Number and Number Operations</b>		
	Read, recognize numbers	<i>Basic Math Competency Skill Building; Signed Numbers</i>
	Compare, order	
	Place value	
	Money	<i>Math for Everyday Living</i>
	Operations sense	
	Operation properties	
	Fractional part	
	Equivalent forms	
	Number line	<i>Signed Numbers</i>
	Factors, multiples, divisibility	
<b>Data Analysis</b>		
	Bar, line, circle graph	
	Table, chart, diagram	
	Conclusions from data	
	Appropriate data display	
<b>Statistics and Probability</b>		
	Probability	
	Statistics	
<b>Patterns, Functions, Algebra</b>		
	Geometric pattern	
	Number pattern	
	Variable, expressions, equation	<i>Math Concepts</i>
	Function	
<b>Measurement</b>		
	Time	<i>Math for Everyday Living</i>
	Length, distance	
	Use ruler	<i>Basic Math Competency Skill Building</i>
	Appropriate unit	
	Temperature	<i>Signed Numbers</i>
	Perimeter	<i>Basic Math Competency Skill Building; Math Concepts</i>

<b>Geometry and Spatial Sense</b>		
	Solid figure	<i>Basic Math Competency Skill Building; Math Concepts</i>
	Visualization, spatial reasoning	
	Congruence, similarity	
	Symmetry	
	Parallel, perpendicular	<i>Math Concepts</i>
	Triangles	<i>Math Concepts</i>
<b>Computation in Context</b>		
	Whole numbers	<i>Basic Math Competency Skill Building; Math Concepts</i>
	Decimals	<i>Basic Math Competency Skill Building; Math Concepts</i>
	Fractions	<i>Basic Math Competency Skill Building; Math Concepts</i>
<b>Problem Solving and Reasoning</b>		
	Identify missing/ extra information	
	Model problem situation, solution	<i>Intro to Solving Algebraic Word Problems</i>
	Solve problem	<i>Intro to Solving Algebraic Word Problems; Basic Math Competency Skill Building; Math Concepts</i>
<b>Estimation</b>		
	Reasonableness of answer	
	Rounding	<i>Basic Math Competency Skill Building</i>
	Estimation	
<b>Language</b>		
<b>Skill/Subskill</b>		<b>Real Achievement Correlated Program</b>
<b>Usage</b>		
	Pronouns	<i>Diascriptive Language Arts Development</i>
	Antecedent agreement	<i>Diascriptive Language Arts Development</i>
	Tense	<i>Diascriptive Language Arts Development</i>
	Subject/verb agreement	<i>Diascriptive Language Arts Development</i>
	Adjective	<i>Diascriptive Language Arts Development</i>
	Adverb	<i>Diascriptive Language Arts Development</i>
	Choose between adjective/adverb	<i>Diascriptive Language Arts Development</i>
	Use negatives	<i>Diascriptive Language Arts Development</i>
<b>Sentence Formation</b>		
	Sentence recognition	<i>Diascriptive Language Arts Development</i>
	Sentence combining	<i>Diascriptive Language Arts Development</i>
<b>Paragraph Development</b>		
	Topic sentence	<i>Writing Process Workshop;</i>
	Supporting sentences	<i>Writing Process Workshop;</i>
	Sequence	<i>Writing Process Workshop;</i>
	Unrelated sentence	<i>Writing Process Workshop;</i>
	Connective/transitional devices	<i>Writing Process Workshop;</i>
<b>Capitalization</b>		
	First word	<i>Writing Process Workshop; Diascriptive Language Arts Development</i>
	Proper nouns	<i>Writing Process Workshop; Diascriptive Language Arts Development</i>
	Title of work	<i>Writing Process Workshop; Diascriptive Language Arts Development</i>
<b>Punctuation</b>		

	End marks	<i>Writing Process Workshop; Diascriptive Language Arts Development</i>
	Commas	<i>Writing Process Workshop; Diascriptive Language Arts Development</i>
<b>Writing Conventions</b>		
	Quotation marks	<i>Writing Process Workshop; Diascriptive Language Arts Development</i>
	Apostrophes	<i>Writing Process Workshop; Diascriptive Language Arts Development</i>
	City/state	<i>Writing Process Workshop; Diascriptive Language Arts Development</i>
	Letter parts	<i>Writing Process Workshop; Diascriptive Language Arts Development</i>

### Vocabulary

Skill/Subskill	Real Achievement Correlated Program
<b>Word Meaning</b>	
	<i>Diascriptive Reading I; Diascriptive Reading II; Diascriptive Reading III</i>
	Synonym
<b>Multimeaning Words</b>	
	<i>Diascriptive Reading I; Diascriptive Reading II; Diascriptive Reading III</i>
	Multimeaning words
<b>Words in Context</b>	
	<i>Diascriptive Reading I; Diascriptive Reading II; Diascriptive Reading III; Dilemma</i>
	Word in context

### Language Mechanics

Skill/Subskill	Real Achievement Correlated Program
<b>Sentences, Phrases, Clauses</b>	
	<i>Writing Process Workshop; Diascriptive Language Arts Development</i>
	First word
	<i>Writing Process Workshop; Diascriptive Language Arts Development</i>
	End marks
	<i>Writing Process Workshop; Diascriptive Language Arts Development</i>
	Commas
	<i>Writing Process Workshop; Diascriptive Language Arts Development</i>
	Quotation marks
<b>Writing Conventions</b>	
	<i>Writing Process Workshop; Diascriptive Language Arts Development</i>
	City/state
	<i>Writing Process Workshop; Diascriptive Language Arts Development</i>
	Apostrophes
	<i>Writing Process Workshop; Diascriptive Language Arts Development</i>
	Capitalize title
	<i>Writing Process Workshop; Diascriptive Language Arts Development</i>
	Proper nouns
	<i>Writing Process Workshop; Diascriptive Language Arts Development</i>
	Proper adjectives
	<i>Writing Process Workshop; Diascriptive Language Arts Development</i>
	Letter parts
	<i>Writing Process Workshop; Diascriptive Language Arts Development</i>

<b>LEVEL D</b>		
<b>Reading</b>		
<b>Skill/Subskill</b>		<b>Real Achievement Correlated Program</b>
<b>Interpret Graphic Information</b>		
	Consumer materials	How to Read for Everyday Living
	Index	
	Reference sources	<i>Diascriptive Reading II;</i> <i>Diascriptive Reading III;</i> <i>Diascriptive Reading IV;</i> <i>Diascriptive Reading Internet Activities</i>
<b>Words in Context</b>		
	Same meaning	<i>Diascriptive Reading II;</i> <i>Diascriptive Reading III;</i> <i>Diascriptive Reading IV</i>
	Opposite meaning	
	Appropriate word	<i>Diascriptive Reading II;</i> <i>Diascriptive Reading III;</i> <i>Diascriptive Reading IV</i>
<b>Recall information</b>		
	Details	<i>Diascriptive Reading II;</i> <i>Diascriptive Reading III;</i> <i>Diascriptive Reading IV</i>
	Sequence	<i>Diascriptive Reading II;</i> <i>Diascriptive Reading III;</i> <i>Diascriptive Reading IV</i>
	Stated concepts	<i>Diascriptive Reading II;</i> <i>Diascriptive Reading III;</i> <i>Diascriptive Reading IV</i>
<b>Construct Meaning</b>		
	Character aspects	
	Main idea	<i>Diascriptive Reading II;</i> <i>Diascriptive Reading III;</i> <i>Diascriptive Reading IV</i>
	Summary/paraphrase	<i>Diascriptive Reading II;</i> <i>Diascriptive Reading III;</i> <i>Diascriptive Reading IV</i>
	Cause/effect	<i>Diascriptive Reading II;</i> <i>Diascriptive Reading III;</i> <i>Diascriptive Reading IV</i>
	Compare/contrast	<i>Diascriptive Reading II;</i> <i>Diascriptive Reading III;</i> <i>Diascriptive Reading IV</i>
	Conclusion	<i>Diascriptive Reading II;</i> <i>Diascriptive Reading III;</i> <i>Diascriptive Reading IV</i>
	Supporting evidence	<i>Diascriptive Reading II;</i> <i>Diascriptive Reading III;</i> <i>Diascriptive Reading IV</i>
<b>Evaluate/Extend Meaning</b>		
	Fact/opinion	<i>Diascriptive Reading II;</i> <i>Diascriptive Reading III;</i> <i>Diascriptive Reading IV</i>

	Predict outcomes	<i>Diascriptive Reading II; Diascriptive Reading III; Diascriptive Reading IV</i>
	Apply passage elements	
	Generalizations	
	Effect/intention	<i>Diascriptive Reading II; Diascriptive Reading III; Diascriptive Reading IV</i>
	Author purpose	
	Style techniques	
	Genre	

### Mathematics Computation

Skill/Subskill	Real Achievement Correlated Program
<b>Multiplication of Whole Numbers</b>	
Regrouping: by 1 digit	<i>Basic Math Competency Skill Building</i>
Regrouping: by 2+ digits	<i>Basic Math Competency Skill Building</i>
<b>Division of Whole Numbers</b>	
No remainder: by 1 digit	<i>Basic Math Competency Skill Building</i>
No remainder: by 2+ digits	<i>Basic Math Competency Skill Building</i>
Remainder: by 1 digit	<i>Basic Math Competency Skill Building</i>
<b>Decimals</b>	
Addition	<i>Basic Math Competency Skill Building</i>
Subtraction	<i>Basic Math Competency Skill Building</i>
Multiplication	<i>Basic Math Competency Skill Building</i>
Division	<i>Basic Math Competency Skill Building</i>
<b>Fractions</b>	
Addition	<i>Basic Math Competency Skill Building</i>
Subtraction	<i>Basic Math Competency Skill Building</i>
Multiplication	<i>Basic Math Competency Skill Building</i>
Division	<i>Basic Math Competency Skill Building</i>
<b>Integers</b>	
Addition	<i>Math Concepts</i>
Subtraction	<i>Math Concepts</i>
Multiplication	<i>Math Concepts</i>
Division	<i>Math Concepts</i>
<b>Percents</b>	
Percents	<i>Basic Math Competency Skill Building</i>

### Applied Mathematics

Skill/Subskill	Real Achievement Correlated Program
<b>Number and Number Operations</b>	
Read, recognize numbers	
Compare, order	
Place value	
Operation properties	
Fractional part	
Equivalent forms	
Number line	<i>Signed Numbers</i>
Factors, multiples, divisibility	<i>Math Concepts</i>
Ratio, proportion	

	Percents	<i>Basic Math Competency Skill Building; Math Concepts</i>
<b>Data Analysis</b>		
	Bar, line, circle graph	<i>Math in the Workplace</i>
	Table, chart, diagram	<i>Math in the Workplace</i>
	Conclusions from data	<i>Math in the Workplace</i>
	Appropriate data display	<i>Math in the Workplace</i>
<b>Statistics and Probability</b>		
	Probability	
	Statistics	
	Sampling	
<b>Patterns, Functions, Algebra</b>		
	Number pattern	
	Variable, expressions, equation	
	Function	
	Linear equation	<i>Math Concepts</i>
	Inequality	
<b>Measurement</b>		
	Time	<i>Math for Everyday Living</i>
	Appropriate unit	<i>Math in the Workplace</i>
	Perimeter	<i>Basic Math Competency Skill Building; Math Concepts</i>
	Convert measurement units	<i>Math in the Workplace</i>
	Area	<i>Basic Math Competency Skill Building; Math Concepts</i>
	Rate	<i>Math for Everyday Living</i>
	Angle measure	<i>Math in the Workplace; Math Concepts</i>
<b>Geometry and Spatial Sense</b>		
	Solid figure	<i>Math Concepts</i>
	Plane figure	
	Visualization, spatial reasoning	
	Symmetry	
	Parallel, perpendicular	<i>Math in the Workplace; Math Concepts</i>
	Triangles	<i>Math Concepts</i>
	Angles	<i>Math in the Workplace; Math Concepts</i>
	Parts of a circle	<i>Basic Math Competency Skill Building; Math Concepts</i>
	Point, ray, line, plane	<i>Math Concepts</i>
	Transformations	<i>Math Concepts</i>
	Coordinate geometry	
<b>Computation in Context</b>		
	Whole numbers	<i>Basic Math Competency Skill Building; Math Concepts</i>
	Decimals	<i>Basic Math Competency Skill Building; Math Concepts</i>
	Fractions	<i>Basic Math Competency Skill Building; Math Concepts</i>
<b>Problem Solving and Reasoning</b>		
	Identify missing/ extra information	
	Solve problem	<i>Basic Math Competency Skill Building; Math Concepts; Intro to Solving Algebraic Word Problems</i>

	Evaluate solution	
<b>Estimation</b>		
	Reasonableness of answer	
	Rounding	<i>Basic Math Competency Skill Building</i>
	Estimation	
<b>Language</b>		
<b>Skill/Subskill</b>		<b>Real Achievement Correlated Program</b>
<b>Usage</b>		
	Pronouns	<i>Diascriptive Language Arts Development</i>
	Antecedent agreement	<i>Diascriptive Language Arts Development</i>
	Tense	<i>Diascriptive Language Arts Development</i>
	Subject/verb agreement	<i>Diascriptive Language Arts Development</i>
	Easily confused verbs	<i>Diascriptive Language Arts Development</i>
	Adjective	<i>Diascriptive Language Arts Development</i>
	Adverb	<i>Diascriptive Language Arts Development</i>
	Choose between adjective/adverb	<i>Diascriptive Language Arts Development</i>
	Use negatives	<i>Diascriptive Language Arts Development</i>
<b>Sentence Formation</b>		
	Sentence recognition	<i>Writing Process Workshop</i>
	Sentence combining	<i>Writing Process Workshop</i>
	Sentence clarity	<i>Writing Process Workshop</i>
<b>Paragraph Development</b>		
	Topic sentence	<i>Writing Process Workshop</i>
	Supporting sentences	<i>Writing Process Workshop</i>
	Sequence	<i>Writing Process Workshop</i>
	Unrelated sentence	<i>Writing Process Workshop</i>
	Connective/transitional devices	<i>Writing Process Workshop</i>
<b>Capitalization</b>		
	First word	<i>Writing Process Workshop; Diascriptive Language Arts Development</i>
	Proper nouns	<i>Writing Process Workshop; Diascriptive Language Arts Development</i>
	Title of work	<i>Writing Process Workshop; Diascriptive Language Arts Development</i>
<b>Punctuation</b>		
	End marks	<i>Writing Process Workshop; Diascriptive Language Arts Development</i>
	Commas	<i>Writing Process Workshop; Diascriptive Language Arts Development</i>
	Semicolon	<i>Writing Process Workshop; Diascriptive Language Arts Development</i>
<b>Writing Conventions</b>		
	Quotation marks	<i>Writing Process Workshop; Diascriptive Language Arts Development</i>
	Apostrophes	<i>Writing Process Workshop; Diascriptive Language Arts Development</i>
	Letter parts	<i>Writing Process Workshop; Diascriptive Language Arts Development</i>
<b>Vocabulary</b>		
<b>Skill/Subskill</b>		<b>Real Achievement Correlated Program</b>
<b>Word Meaning</b>		

	Synonym	<i>Diascriptive Reading II; Diascriptive Reading III; Diascriptive Reading IV</i>
<b>Multimeaning Words</b>		
	Multimeaning words	<i>Diascriptive Reading II; Diascriptive Reading III; Diascriptive Reading IV</i>
<b>Words in Context</b>		
	Word in context	<i>Diascriptive Reading II; Diascriptive Reading III; Diascriptive Reading IV</i>
<b>Language Mechanics</b>		
<b>Skill/Subskill</b>		<b><i>Real Achievement Correlated Program</i></b>
<b>Sentences, Phrases, Clauses</b>		
	End marks	<i>Writing Process Workshop; Diascriptive Language Arts Development</i>
	Commas	<i>Writing Process Workshop; Diascriptive Language Arts Development</i>
	Quotation marks	<i>Writing Process Workshop; Diascriptive Language Arts Development</i>
	Semicolon	<i>Writing Process Workshop; Diascriptive Language Arts Development</i>
<b>Writing Conventions</b>		
	Apostrophes	<i>Writing Process Workshop; Diascriptive Language Arts Development</i>
	Capitalize title	<i>Writing Process Workshop; Diascriptive Language Arts Development</i>
	Proper nouns	<i>Writing Process Workshop; Diascriptive Language Arts Development</i>
	Proper adjectives	<i>Writing Process Workshop; Diascriptive Language Arts Development</i>
	Letter parts	<i>Writing Process Workshop; Diascriptive Language Arts Development</i>

<b>LEVEL A</b>		
<b>Reading</b>		
<b>Skill/Subskill</b>		<b><i>Real Achievement Correlated Program</i></b>
<b>Interpret Graphic Information</b>		
	Maps	
	Graphs	<i>Diascriptive Reading III; Diascriptive Reading IV</i>
	Reference sources	<i>Diascriptive Reading III; Diascriptive Reading IV; Diascriptive Reading Internet Activities</i>
<b>Words in Context</b>		
	Same meaning	<i>Diascriptive Reading III; Diascriptive Reading IV</i>
	Opposite meaning	
	Appropriate word	<i>Diascriptive Reading III; Diascriptive Reading IV</i>
<b>Recall information</b>		

	Details	<i>Diascriptive Reading III; Diascriptive Reading IV</i>
	Sequence	<i>Diascriptive Reading III; Diascriptive Reading IV</i>
	Stated concepts	<i>Diascriptive Reading III; Diascriptive Reading IV</i>
<b>Construct Meaning</b>		
	Character aspects	
	Main idea	<i>Diascriptive Reading III; Diascriptive Reading IV</i>
	Summary/paraphrase	<i>Diascriptive Reading III; Diascriptive Reading IV</i>
	Cause/effect	<i>Diascriptive Reading III; Diascriptive Reading IV</i>
	Compare/contrast	<i>Diascriptive Reading III; Diascriptive Reading IV</i>
	Conclusion	<i>Diascriptive Reading III; Diascriptive Reading IV</i>
	Supporting evidence	<i>Diascriptive Reading III; Diascriptive Reading IV</i>
<b>Evaluate/Extend Meaning</b>		
	Fact/opinion	
	Predict outcomes	<i>Diascriptive Reading III; Diascriptive Reading IV</i>
	Apply passage elements	
	Generalizations	
	Effect/intention	<i>Diascriptive Reading III; Diascriptive Reading IV</i>
	Author purpose	
	Style techniques	
	Genre	
<b>Mathematics Computation</b>		
<b>Skill/Subskill</b>		<b><i>Real Achievement Correlated Program</i></b>
<b>Decimals</b>		
	Addition	<i>Basic Math Competency Skill Building</i>
	Subtraction	<i>Basic Math Competency Skill Building</i>
	Multiplication	<i>Basic Math Competency Skill Building</i>
	Division	<i>Basic Math Competency Skill Building</i>
<b>Fractions</b>		
	Addition	<i>Basic Math Competency Skill Building</i>
	Subtraction	<i>Basic Math Competency Skill Building</i>
	Multiplication	<i>Basic Math Competency Skill Building</i>
	Division	<i>Basic Math Competency Skill Building</i>
<b>Integers</b>		
	Addition	<i>Math Concepts</i>
	Subtraction	<i>Math Concepts</i>
	Multiplication	<i>Math Concepts</i>
	Division	<i>Math Concepts</i>
<b>Percents</b>		
	Percents	<i>Basic Math Competency Skill Building</i>
<b>Order of Operations</b>		
	Order of Operations	
<b>Algebraic Operations</b>		

	Computation with roots and radicals	
	Computation with exponents	
	Simplify expressions	<i>Math Concepts</i>
	Solve equations	<i>Math Concepts;</i> <i>Intro to Solving Algebraic Word Problems</i>
<b>Applied Mathematics</b>		
<b>Skill/Subskill</b>		<b><i>Real Achievement Correlated Program</i></b>
<b>Number and Number Operations</b>		
	Equivalent forms	
	Factors, multiples, divisibility	<i>Math Concepts</i>
	Ratio, proportion	
	Percents	<i>Basic Math Competency Skill Building;</i> <i>Math Concepts</i>
	Exponents, scientific notation	
<b>Data Analysis</b>		
	Bar, line, circle graph	<i>Math in the Workplace</i>
	Table, chart, diagram	<i>Math in the Workplace</i>
	Conclusions from data	<i>Math in the Workplace</i>
	Appropriate data display	<i>Math in the Workplace</i>
<b>Statistics and Probability</b>		
	Probability	
	Statistics	
	Sampling	
<b>Patterns, Functions, Algebra</b>		
	Geometric pattern	
	Number pattern	
	Variable, expressions, equation	
	Function	
	Linear equation	<i>Math Concepts</i>
	Inequality	
<b>Measurement</b>		
	Length, distance	<i>Basic Math Competency Skill Building;</i> <i>Math Concepts</i>
	Perimeter	<i>Basic Math Competency Skill Building;</i> <i>Math Concepts</i>
	Convert measurement units	<i>Math in the Workplace</i>
	Area	<i>Basic Math Competency Skill Building;</i> <i>Math Concepts</i>
	Rate	
	Circumference	<i>Basic Math Competency Skill Building;</i> <i>Math Concepts</i>
	Volume	<i>Math Concepts</i>
<b>Geometry and Spatial Sense</b>		
	Plane figure	
	Angles	<i>Math Concepts;</i> <i>Math in the Workplace</i>
	Parts of a circle	
	Point, ray, line, plane	<i>Math Concepts</i>
	Transformations	<i>Math Concepts</i>
	Coordinate geometry	<i>Math Concepts</i>
	Pythagorean theorem	<i>Math Concepts</i>
<b>Computation in Context</b>		

	Whole numbers	<i>Basic Math Competency Skill Building; Math Concepts</i>
	Fractions	<i>Basic Math Competency Skill Building; Math Concepts</i>
	Percents	<i>Basic Math Competency Skill Building; Math Concepts</i>
<b>Problem Solving and Reasoning</b>		
	Identify missing/ extra information	
	Model problem situation, solution	
	Solve problem	<i>Basic Math Competency Skill Building; Math Concepts; Intro to Solving Algebraic Word Problems</i>
	Evaluate solution	
<b>Estimation</b>		
	Reasonableness of answer	
	Rounding	<i>Basic Math Competency Skill Building</i>
	Estimation	
<b>Language</b>		
<b>Skill/Subskill</b>		<b>Real Achievement Correlated Program</b>
<b>Usage</b>		
	Pronouns	<i>Diascriptive Language Arts Development</i>
	Antecedent agreement	<i>Diascriptive Language Arts Development</i>
	Tense	<i>Diascriptive Language Arts Development</i>
	Subject/verb agreement	<i>Diascriptive Language Arts Development</i>
	Adjective	<i>Diascriptive Language Arts Development</i>
	Adverb	<i>Diascriptive Language Arts Development</i>
	Choose between adjective/adverb	<i>Diascriptive Language Arts Development</i>
	Use negatives	<i>Diascriptive Language Arts Development</i>
<b>Sentence Formation</b>		
	Sentence recognition	<i>Writing Process Workshop</i>
	Sentence combining	<i>Writing Process Workshop</i>
	Sentence clarity	<i>Writing Process Workshop</i>
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	Unrelated sentence	<i>Writing Process Workshop</i>
	Connective/transitional devices	<i>Writing Process Workshop</i>
<b>Capitalization</b>		
	First word	<i>Writing Process Workshop Diascriptive Language Arts Development</i>
	Proper nouns	<i>Writing Process Workshop Diascriptive Language Arts Development</i>
	Title of work	<i>Writing Process Workshop Diascriptive Language Arts Development</i>
<b>Punctuation</b>		
	Commas	<i>Writing Process Workshop Diascriptive Language Arts Development</i>
<b>Writing Conventions</b>		
	Quotation marks	<i>Writing Process Workshop Diascriptive Language Arts Development</i>
	Apostrophes	<i>Writing Process Workshop Diascriptive Language Arts Development</i>

	Letter parts	<i>Writing Process Workshop</i> <i>Diascriptive Language Arts Development</i>
<b>Vocabulary</b>		
<b>Skill/Subskill</b>		<b><i>Real Achievement Correlated Program</i></b>
<b>Word Meaning</b>		
	Synonym	<i>Diascriptive Reading III;</i> <i>Diascriptive Reading IV</i>
<b>Multimeaning Words</b>		
	Multimeaning words	<i>Diascriptive Reading III;</i> <i>Diascriptive Reading IV</i>
<b>Words in Context</b>		
	Word in context	<i>Diascriptive Reading III;</i> <i>Diascriptive Reading IV</i>
<b>Language Mechanics</b>		
<b>Skill/Subskill</b>		<b><i>Real Achievement Correlated Program</i></b>
<b>Sentences, Phrases, Clauses</b>		
	End marks	<i>Writing Process Workshop</i> <i>Diascriptive Language Arts Development</i>
	Commas	<i>Writing Process Workshop</i> <i>Diascriptive Language Arts Development</i>
	Quotation marks	<i>Writing Process Workshop</i> <i>Diascriptive Language Arts Development</i>
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<b>Writing Conventions</b>		
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	Capitalize title	<i>Writing Process Workshop</i> <i>Diascriptive Language Arts Development</i>
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	Letter parts	<i>Writing Process Workshop</i> <i>Diascriptive Language Arts Development</i>