A Tutor™ for CASAS GOALS 2 Student Edition

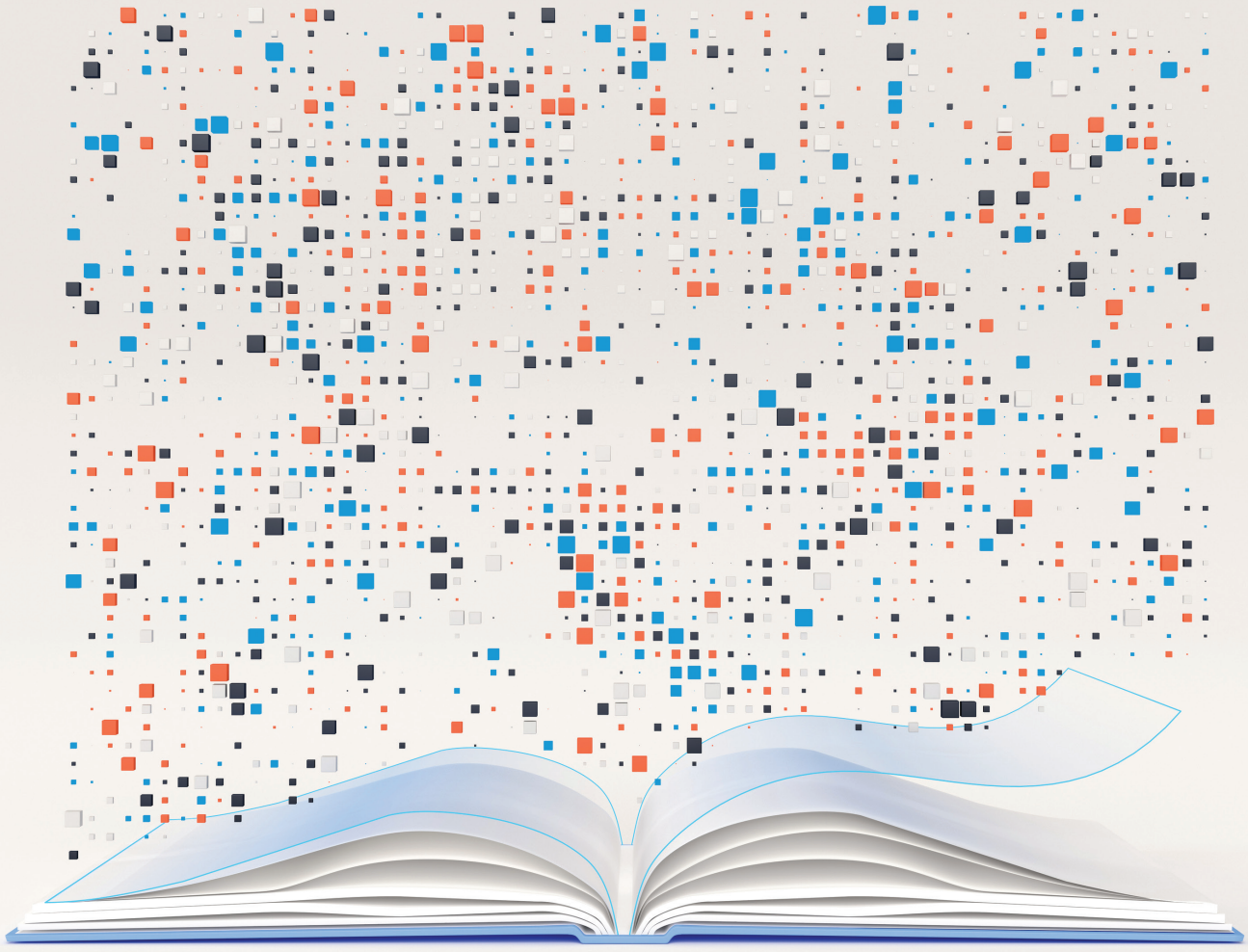
Aztec Paxen Publishing

Reading

Level A

Sampler

Steck-Vaughn Adult Education



- Aligned to CASAS Reading GOALS 2 and CCRS
- Pretest to identify strengths and weaknesses
- Step-by-step instruction and targeted practice to boost CASAS Reading GOALS 2 scores
- Full-length practice test to build learners' confidence

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About CASAS Reading GOALS 2

CASAS stands for Comprehensive Adult Student Assessment Systems. *GOALS* stands for Greater Opportunities for Adult Learning Success. The CASAS Reading GOALS 2 tests are available in paper-and-pencil formats and online formats. CASAS Reading GOALS 2 tests align with the College and Career Readiness Standards (CCR) for Adult Education and the CASAS Competencies. The CASAS Reading GOALS 2 tests measure progress on the basic skills that adults need to succeed on the job and in life.

There are five levels for the CASAS Reading GOALS 2:

CASAS Reading GOALS 2 Levels A, B, C, D, E

Test	Number of Items (approximate)	Maximum Allowable Testing Time
Reading GOALS 2 Level A	33	35 minutes
Reading GOALS 2 Level B	36	60 minutes
Reading GOALS 2 Level C	36	70 minutes
Reading GOALS 2 Level D	36	70 minutes
Reading GOALS 2 Level E	33	70 minutes

These tests measure basic adult reading proficiency and the ability to understand vocabulary, identify details and main ideas, make inferences, analyze points of view, and support evidence. Reading passages are relevant to adult lives. Passage types include forms, charts, tables, graphs, texts, signs, ads, labels, and other real-world and work-related formats. The CASAS Reading GOALS 2 test includes multiple-choice items with four answer options. Reading passages may have multiple items.

The reading tests include items from the following domains.

CASAS Reading GOALS 2 Content Areas	Covered Domains				
	A	B	C	D	E
Vocabulary	✦	✦	✦	✦	✦
Details	✦	✦	✦	✦	✦
Main Idea	✦	✦	✦	✦	✦
Inference		✦	✦	✦	✦
Point of View and Supporting Evidence			✦	✦	✦

Using *A Tutor™ for CASAS Reading GOALS 2 Student Edition*

Step-by-Step Instruction

Each lesson starts with step-by-step instruction on a reading skill. The instruction contains examples and guided practice items with feedback. This instruction is followed by independent practice items. All passages and items are aligned to a College and Career Readiness (CCR) Standard and a CASAS Competency. Complete all of the items in the lesson's practice, and then check your work in the Answers and Explanations section in the back of the book.

Pretest

Begin by taking the pretest on pages vi–xii. Use the Pretest Analysis Chart starting on page 57 to identify your areas of strength and the areas you need to review. The chart will refer you to specific lessons in this book for further study.

Unit Reviews

Unit reviews give you a chance to check your understanding and determine if you have mastered the skills taught in each unit. Use the corresponding Unit Review Analysis Charts on pages 59–61 to identify strengths and weaknesses. These charts will help you determine if you need to review any of the lessons before continuing to the next unit.

Practice Test

At the end of the book, there is a full-length practice test. This test is similar to the CASAS Reading GOALS 2 test. It has the same number and type of questions. This assessment will give you an idea of what the real test is like. Use the Practice Test Analysis Chart starting on page 63 to identify areas you need to review.

Answers and Explanations

The answer key includes explanations for the correct answers to all practice items. After completing a lesson or unit review, check your answers on pages 50–55. For each item answered incorrectly, read the provided explanation to help you rework the item to obtain the correct answer.

Additional Practice with *A Tutor™ for CASAS Reading GOALS 2 Workbooks*

A Tutor™ for CASAS Reading GOALS 2 Student Editions are designed to be used hand-in-hand with *A Tutor™ for CASAS Reading GOALS 2 Workbooks*, which include practice sets for each lesson in the student editions. Each practice set provides additional items similar to those found on the CASAS Reading GOALS 2 test.

- Use the practice sets after completing the corresponding student edition lesson if you feel you need additional practice.
- Use the practice sets after completing the unit reviews in the student edition for areas that need review and improvement.

Unit 1 Understanding Vocabulary

Lesson 1 Everyday Words

1.RI.4

You read something every day. Knowing **everyday words** helps you understand what you read.

Example

Alex has a job interview. He needs directions to get there. He asks Gary for directions. In order to get to the interview, Alex needs to understand all the words in the following directions:

Take the M22 bus to the Broadway stop. Walk west two blocks. Connor Electric is at 120 Dean St. It is east of the intersection of Flushing Ave. and Dean St. Our offices are on Level 12. Please sign in with the receptionist.

block

intersection

level

receptionist

Guided Practice

1. Where are the women?

A. home

B. business

C. hospital

D. library

Option D is correct. A library is a place that has books on a shelf. None of the other words name a place that has only books.

Practice

Choose the word that names the picture.

1 Where are the people in the picture?

A. office
B. bathroom
C. closet
D. kitchen

2 Who is writing on the board?

A. doctor
B. farmer
C. plumber
D. teacher

3 Where are the people?

A. home
B. lobby
C. apartment
D. drugstore

4 What is leaning against the house?

A. tool
B. hammer
C. ladder
D. glass

5 What is the man using?

A. board
B. console
C. computer
D. game

6 What is a moving staircase called?

A. door
B. escalator
C. runway
D. elevator

Lesson 4 Identify Main Idea

1.RI.2, 3.RI.2

The **main idea** is the most important point the author wants you to know. It is the idea the author wants you to remember. The main idea is supported by information, or details. These details will help you better understand the main idea. Sometimes authors state the main idea directly. At other times, you have to figure out the main idea based on the details. As you read, look for repeated words or phrases. These are clues that can help you to figure out the main idea.

Each paragraph you read has a main idea. The sentences in the paragraph support the main idea.

In longer texts, each paragraph will help support the main idea of the entire text. In texts that include several paragraphs, the main idea of the text as a whole is often stated in the first paragraph and restated in the conclusion, or last paragraph.

Example

When you need to have a repair done in your apartment, it is important to know the right person to contact. You might need to contact your landlord or property manager. You can send an email like this one:

> To: Oak View Villas
> From: Rupal Patel
> Subject: Urgent! Leaky Kitchen Sink in Apartment 2D
> Good morning,
>
> I woke up this morning to a leaky kitchen sink and need someone to fix the leak as soon as possible. Water is dripping from the pipe under the sink at a fast rate. I put a bucket under the pipe to collect the dripping water. I had to dump the bucket after 1 hour because it was full. Is someone available today to fix the leaky kitchen sink? Please let me know. I will be home all day.

Main Idea: The main idea of the email is that Rupal Patel has a leaky kitchen sink and needs someone to fix it. This is why Rupal Patel wrote this email. The repeated word "dripping" and repeated phrase "leaky kitchen sink" help you identify the main idea.

When you read, you can ask yourself the following questions to help you identify the main idea of a paragraph and a longer text:

- What is the paragraph mostly about? What is the text as a whole mostly about?
- What does the author want me to know about the topic?
- How do the sentences support the main idea of a paragraph? How does each paragraph support the main idea of a longer text?
- Are there words or phrases that are repeated in the text?
- In longer texts, does the author restate the main idea in the conclusion?

Example	Sample Annotation
Creek Clean-Up a Success! Smithville had a great turn out on Sunday at Smith's Creek, where residents pitched in to clean up litter near the creek. The town and the community worked together to tackle the ongoing trash problem along the creek. Garbage bags, gloves, and trash grabbers were given to the volunteers before they set off to remove garbage from the area. Volunteers picked up wrappers, bottles, cups, cans, plastic bags, and even an old tire. One helper said, "Thank goodness for this trash grabber! It makes it a lot easier to pick up garbage from those tricky hard-to-reach spots." Many volunteers agreed. Thirty bags of trash were collected.	How can I identify the main idea of this paragraph? What is this paragraph mostly about? The first sentence states the main idea of the paragraph, which is that many residents from Smithville worked together to clean up trash near the creek. I can look for information to support the main idea. The following sentence gives me more details about what the residents actually did to clean up the creek: "Volunteers picked up wrappers, bottles, cups, cans, plastic bags, and even an old tire." These details support the main idea.

Guided Practice

Read the maintenance form. Then answer the question.

When there is damage in a building that could make working there unsafe, it needs to be reported. You might need to fill out a maintenance report like this one:

Maintenance Request Form

Date Requested: May 25, 2026

Requested by: Owen Rodríquez

Site Location: Main hallway near elevator, first floor

Description of Damage:

There are wires hanging from a broken light fixture on the wall. The light does not work. The fixture has been knocked loose from the wall and is cracked, and wires are exposed. The wires are hanging low enough that someone could reach them.

For Office Use Only

Repair or Action Taken: Light fixture replaced and surrounding drywall patched and painted.

Date of Repair: May 27, 2026

Repair Made/Verified by: Trevor Jones

1. What is the main idea of the paragraph in the "Description of Damage" section of the form?

A. The light fixture is in the main hallway on the first floor.

B. The drywall around the light fixture was patched and painted.

C. A light fixture is broken and has wires hanging from it.

D. The light fixture was replaced.

Option C is correct. The main idea is stated in the first sentence of the paragraph. Option A is a detail that supports the main idea. Options B and D are details in the "Repair or Action Taken" section of the Maintenance Request Form.

Practice

Read the article. Then answer the questions.

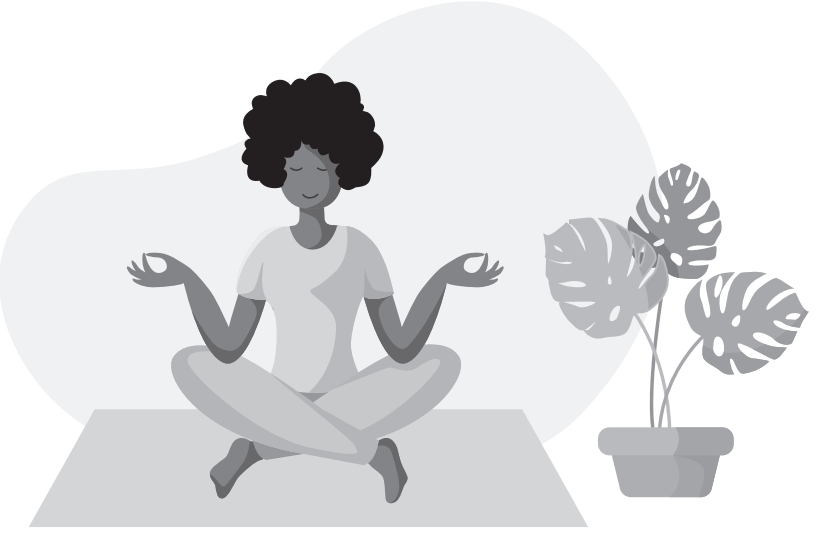
The Good Side to Social Media

1 There are many good ways to use social media. It helps people communicate all kinds of information. But you need to use it in a safe way. Remember to limit the amount of time you spend on it.

2 Social media can be used for good causes. Many charities and organizations use social media to let people know about what they do. Social media can also be used to collect money for good causes. Some organizations use social media to spread the word about letter writing campaigns or petitions that seek to make things better. For example, a local animal shelter uses social media to let people know about animals that need homes and about fundraising events. It also asked followers to write to city officials about a proposed change to shelter funding.

3 Social media can be a powerful tool used in the classroom. Schools can use secure social media sites that allow teachers to limit access to class members. Teachers can post assignments. Students can track their progress by saving pictures of their work throughout the year. A class can share pictures of a field trip. Teachers can ask students to answer an online poll about a topic.

4 Individuals can use social media to make their lives better. For example, you can stay connected with family and friends. You can follow pages with uplifting stories or learn about activities, interests, or hobbies. Social media also makes it easy to find support groups. You can even advertise a new small business, as shown in the post below.



Yoga with Sue

Begin your journey to a more peaceful and balanced life through yoga!

Stretch your body and mind!

Virtual and in-person classes are now available.

Classes held on Mondays

Follow the "Yoga with Sue" page to get more information.

5 Social media can be a powerful tool. Using it in a positive way can benefit everyday life.

Practice

1 Which of the following sentences states the main idea of the article?

A. "There are many good ways to use social media."

B. "But you need to use it in a safe way."

C. "Social media can also be used to collect money for good causes."

D. "You can even advertise a new small business, as shown in the post below."

2 What is the main idea of paragraph 2?

A. Charities and organizations can use social media for good causes.

B. People can keep in touch through social media.

C. Companies can advertise on social media.

D. Local animal shelters can use social media to get animals adopted.

3 Which of the following details *best* supports the main idea of paragraph 2?

A. Social media can be a powerful tool for businesses.

B. Social media can be used to raise money for a cause.

C. Social media can be used in both positive and negative ways.

D. You should limit your time on social media.

4 What is the main idea of paragraph 3?

A. Students can share pictures.

B. Petitions are the best use of social media.

C. Teachers can post online polls for students.

D. Social media can be used in the classroom.

5 According to paragraph 4, you can use social media to _____.

A. improve your life

B. raise money for a charity

C. learn about a local animal shelter

D. share pictures of a trip

6 Which detail supports the main idea of paragraph 4?

A. Animal shelters can share information about animals that need homes.

B. You can read uplifting stories on pages you follow.

C. Organizations can send out petitions.

D. Teachers can share information about assignments.

7 How does the Yoga with Sue post help support the main idea of paragraph 4?

A. It provides an example of using social media to connect with family.

B. It shows how a social media post helps someone advertise a small business, and it provides information about an activity.

C. It provides an example of how someone can find a support group on social media.

D. It shows how a social media post can be uplifting.

8 Which of these is the *best* summary of the article?

A. Social media is a powerful tool for schools, charities, and businesses.

B. Many people use social media to keep in touch with family and friends.

C. Social media can be used in positive ways by organizations, schools, and individuals.

D. People can use social media to advertise their own business, support charities, and improve their lives.