A Tutor™ for CASAS GOALS 2 Student Edition

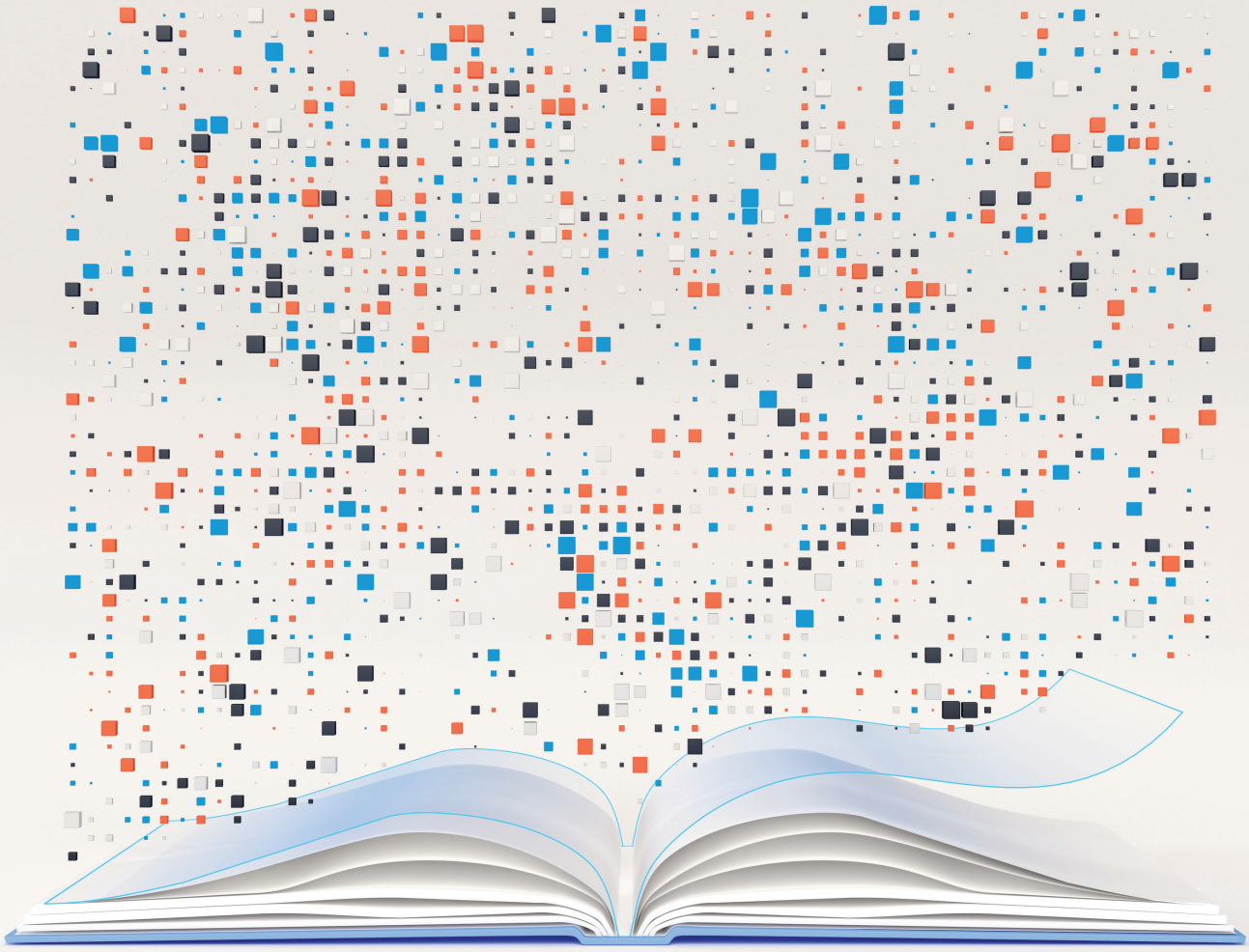
Aztec Paxen Publishing

Reading

Level B

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–xx. Use the Pretest Analysis Chart starting on page 95 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 97–99 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 101 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 86–93. 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 Words and Phrases in Special Contexts

5.RI.4

As a reader, you often encounter words and phrases that are new to you and hard to understand. One way to approach these words and phrases is to think about the specific context—the situation or subject the text is about.

Words and phrases that are often used in a specific subject area are called **domain-specific** words. For example, in politics, domain-specific words might include the terms *lame duck, electoral college, democracy,* or *appropriation*. In history, domain-specific words might include *dynasty, empire,* or *nomadic*.

Example

A meteorologist writes a report on current weather conditions:

> The lack of measurable rainfall is creating the conditions for a drought. The amount of **precipitation** we have received over the last three months is below our historical average. (If you know the writer is a meteorologist, you can determine that *precipitation* is a domain-specific term used in Earth Science to describe rain, sleet, or hail that falls to the ground.)

More general words often found in text books or instructional texts are called **academic** words. Examples of academic words include *interpret, procedures, evidence, demonstrate, analyze, contrast, conclusion, summarize,* or *identify*. Knowing these words will help you understand what you are reading in different subjects and situations.

Example

You are taking an online class to learn more about meteorology. Your instructor gives you a weather map of the area of the country in which you live with directions for a task. You read the directions:

> **Identify** and **explain** two of the weather patterns shown on the map. After reading the weather map, discuss the weather patterns, and explain what you have identified. Support your explanation with **evidence**. (The situation is specific to what you are expected to accomplish with the weather map. The academic words *identify* and *explain* are the two specific tasks you must complete. You will use *evidence* to demonstrate your understanding of the weather patterns you identified. These are terms you will encounter in classes and in the workplace.)

You may also come across phrases that are related to activities in specific situations. For example, in business situations, you might use the phrases *call a meeting, meet a target,* or *contract details*. In academic situations, you might read the phrases *make an inference, conduct research,* or *listen carefully*.

Knowing whether an unfamiliar word or phrase is academic or domain-specific can help you understand what you are reading. You can ask yourself these types of questions:

- Is the unfamiliar word domain-specific or general?
- Who is using the word? Is it a person with specific knowledge about the subject?
- Is the situation specific? Does the situation help me figure out the meaning of the word?
- Where have I seen the word before, and where am I likely to see it again?
- What other words and phrases in the text give me clues about the word's meaning?

Example	Sample Annotation
Tips and Hints for Selecting and Buying Your First Car Before you ever enter a car dealership's showroom floor, you should have an idea of what type of vehicle you want and how much you can spend. Here are a few important tips and hints you should follow when selecting and buying a new vehicle at a fair price. Use these tips and hints to be a successful car negotiator.	While reading this introduction about buying a car, I am not sure of the meaning of the word *vehicle*. Using clues in the sentence and my prior experience, I am fairly sure *vehicle* is a synonym for *car*. Also, the word *negotiator* in the last sentence is unclear. If I reread the previous sentence and think about the words *fair price* and *buying*, I can determine that it might mean that I will be able to make a good deal with the dealership about the price of the car that I want to buy.

Guided Practice

Read the article. Then answer the questions.

Knowledge is power. Knowing what car or what features you want is your first step in buying a new car. It is a mistake to arrive at a car lot without first researching the car you want to buy. You can find out just about anything you want to know about a car online. There are many well-known resources available. When buying a car, you will want to think about which make and model has the best value. You should also consider the warranty that is standard and the price of an extended warranty. You will need to think about your budget. Finally, think about which safety features are important to you and your passengers.

Shop around before you buy a car. Always make sure to visit more than one dealership. The salesperson will often offer the lowest price to you just before you leave a dealership.

Once you have settled on your vehicle's make and model and know where you plan to purchase the car, use a reputable valuation resource to determine a truthful estimate of what you should actually pay for your new car. Double-check that price with a second reputable resource.

1. Which word has a similar meaning to warranty?

A. guarantee
B. engagement
C. justification
D. security

Option A is correct. A warranty is a guarantee that somebody stands behind the product for a set amount of time. An engagement is an agreement to do something at a fixed date, which eliminates option B. A justification is providing a good reason for something, which eliminates option C. A security can be a term used in stocks and bonds, which eliminates option D.

2. What is the meaning of the word valuation as used in the third paragraph?

A. lease rate
B. installment plan
C. payment terms
D. price estimation

Option D is correct. When buying a car, you want reliable information that will allow you to estimate the car price. This eliminates options A, B, and C.

Practice

Read the article. Then answer the questions.

On Saturday, voters turned out in great numbers to decide whether the city should create a new city charter. More than 80% of the voters said, "Yes." Only 18% voted against it.

A year ago, no one had thought about changing the city's charter. At the time, the city was in the midst of enormous violent protests against the high cost of living and the lack of local government support.

Thousands of people took to the streets to celebrate the election results. Many people say they are proud that the protests have been resolved in a legal way that hopefully will bring real change.

Saturday's referendum was not just about whether the city charter should be changed. It was also about *how* it should be changed. Voters chose to elect a special group of citizens to write the new city charter. The number of men and women who will be responsible will be roughly equal. The group will have one year to create the new charter. Finally, the city residents will vote to accept or reject the new charter.

Proposition A (Creation of a New City Charter by a Diverse, Balanced Committee of Appointed Citizens)	
For	82%
Against	18%

1 The word charter has multiple meanings. Which of the following meanings *best* fits the context of the article?

A. a lease of a ship

B. an agreement detailing travel plans

C. a special privilege

D. a written document outlining the basic laws, rules, and processes of a city

2 What is the meaning of protests as used in the second paragraph?

A. meetings

B. complaints

C. demonstrations

D. committees

3 Which word or words in the third paragraph help you understand the meaning of the word legal?

A. "celebrate"

B. "election results"

C. "protests"

D. "real change"

4 Which word has a similar meaning to referendum as used in the fourth paragraph?

A. freedom

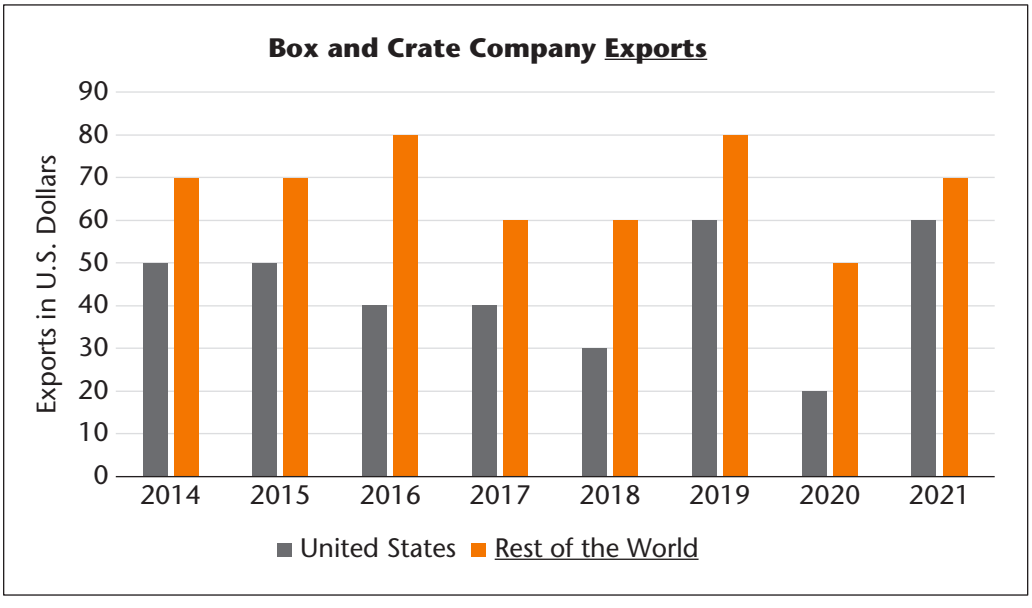
B. option

C. vote

D. alternative

Practice

Read the graph. Then answer the questions.



5 Based on the information in the graph, who is *most likely* to use this kind of data?

A. an economist

B. an educator

C. a biologist

D. a historian

6 What is the meaning of the word Exports as used in the graph?

A. a high standard set for items

B. transferring data between files

C. items sold to other countries

D. spreading ideas to others

7 Which of the following would be a more precise term for Rest of the World?

A. far reaching

B. international

C. universal

D. comprehensive

8 If you were discussing the data in the graph, what domain-specific word might you use to explain the changes over the eight years?

A. trend

B. boost

C. movement

D. amount

Lesson 3 Identify Main Idea

3.RI.2, 4.RI.2

The **main idea** is the most important point the author wants you to know. A main idea may be explicit or implicit. Explicit main ideas are stated directly. Implicit main ideas are implied. When the main idea is not stated directly, you must figure out the main idea based on the details. Repeated words and phrases can help you identify the main idea.

Each paragraph you read has a main idea. The sentences in the paragraph provide details that help support the main idea.

Longer, more complex texts include multiple paragraphs. In these texts, each paragraph will support the main idea of the entire text. Authors of multi-paragraph texts often state the overall main idea in the first paragraph and restate the main idea in the concluding paragraph.

Example

Today's weather forecast is heavy rain with high winds. There is a chance of flash flooding in low-lying areas. Expect moderate flooding in areas near the bay and canal. Sustained winds up to 30 to 40 mph are predicted. Wind gusts up to 58 mph are possible. Winds may damage trees and power lines. Avoid unnecessary travel.

Main Idea: Today's weather forecast is heavy rain with high winds.

The main idea is stated directly in the first sentence. The rest of the paragraph provides information that supports this main idea. If this forecast provided information for an entire week, each day's forecast might have had its own main idea, describing the different weather conditions expected.

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

- What is the topic of the paragraph?
- What does the author want me to remember about the topic?
- Are there words or phrases that are repeated in the paragraph?
- What details support the main idea?

When you read a longer text, ask yourself:

- What is the overall main idea of the entire text?
- What is the main idea of each paragraph?
- How does each paragraph support the overall main idea of the text?
- Does the author restate the overall main idea in the concluding paragraph?

Example	Sample Annotation
The youth center will have a baseball clinic June 21–25. This program is for children ages 7 to 12. Registration for the clinic starts March 22nd. To sign up your child, please bring a birth certificate to verify age. The registration fee is $40, but this does not include equipment. Participation in the baseball clinic requires players to bring their own equipment. Due to budget cuts, the youth center will no longer provide gear for players. Children will need to bring a glove, a bat, a helmet, cleats, and a chest guard shirt for protection. Player safety is the youth center's main priority. A player will not be allowed to play without a chest guard shirt, which protects the upper body from impact. A helmet must be worn while a player is at bat, waiting to bat, or running bases to avoid head injuries. Please direct any questions to staff in the youth center program office. We are looking forward to a successful baseball clinic this summer!	This multi-paragraph text does not state the main idea directly, so I need to figure out the overall main idea based on the details provided in the paragraphs. The main idea of the first paragraph is that the youth center will have a baseball clinic. The information that follows gives me more details about who the clinic is for and what is required to register. The main idea of the second paragraph is that players must bring their own equipment. The information that follows identifies what players will need. The main idea of the third paragraph is that the youth center's main priority is safety. The details that follow outline some precautions to support this main idea. Based on these three paragraphs, I came up with this main idea: The youth center's summer baseball clinic for 7- to 12-year-olds requires players to bring their own equipment and emphasizes player safety.

Guided Practice

Read the job advertisement. Then answer the question.

Office Manager Needed for Busy Medical Office

The office manager oversees daily routines. You will supervise office staff. You will need to schedule appointments and organize files. You will also maintain insurance records. Other duties include billing and ordering medical and office supplies.

We are looking for a person with experience. You should have proven communication and organizational skills. You will need to perform well in a fast-paced office. Knowledge of the healthcare system is required.

1. What is the overall main idea of the text?

A. The office manager will need to supervise office staff.

B. The office manager must have knowledge of the healthcare system.

C. The office manager will need to organize files and have proven communication skills.

D. The office manager will need to oversee daily routines and must have prior experience working in a medical office.

Option D is correct. The main idea of the first paragraph is that an office manager oversees daily routines. The main idea of the second paragraph is that they are looking for a person with prior experience. Options A and B state the main idea of one paragraph but not the overall main idea of the text. Option C includes supporting details.

Practice

Read the article. Then answer the questions.

Plastic in Our Oceans

1 Plastic in the ocean is one of the biggest environmental issues. Each year, over eight million tons of plastic are dumped in our oceans. The amount of disposable plastic people use in their everyday lives is alarmingly high. Many countries do not dispose of plastic properly, and recycling rates are low in many places. These factors make it difficult for the world to deal with the large amount of plastic being thrown away, so it ends up in our oceans.

2 Plastic debris in the ocean has an enormous impact on all marine life. Plastic in the water kills and injures fish, sea birds, and sea mammals. Sea birds get sick from eating plastic found floating in the water. Sea animals starve when they eat too much plastic because they cannot digest it and it causes internal blockage. When dead whales wash up on shores, plastic is often found inside their bodies.

3 Action needs to be taken to help solve the problem of plastic litter in the ocean. Some communities have made laws banning single-use plastics like bags and straws. These laws need to become more common to reduce the use of these types of disposable products. Many companies are rethinking how they package their products. Packaging using little to no plastic can make a big difference. People need to recycle properly. Most plastic items do not actually get recycled. People can also organize and participate in beach, river, or creek cleanups. Action at the community level is crucial.

4 The amount of plastic invading our oceans is a threat to the environment and marine life, and it needs to be addressed. People need to work together to solve the dangerous problem of plastic in our oceans.

Practice

1 What is the topic of the article?

A. plastic in oceans

B. laws banning the use of plastic products

C. sea birds and sea mammals

D. recycling plastic products

2 Read this sentence from paragraph 1: Plastic in the ocean is one of the biggest environmental issues. This sentence _____.

A. states the main idea of paragraph 1

B. supports the main idea of paragraph 1

C. is not supported by information in paragraph 1

D. explains the dangers of plastic in the ocean

3 Which information *best* supports the main idea of paragraph 1?

A. Plastic is dangerous to sea life.

B. Millions of tons of plastic are dumped in our oceans every year.

C. Some communities are banning single-use plastics.

D. Plastic in our oceans is a threat to the environment.

4 What is the main idea of paragraph 2?

A. Plastics cause problems for the environment.

B. Plastics are killing whales.

C. Plastic in the ocean is hurting sea life.

D. People need to act to reduce the amount of plastic in the ocean.

5 Which detail *best* supports the main idea of paragraph 2?

A. People use large amounts of plastic in their everyday lives.

B. Sea animals starve to death if they eat too much plastic.

C. Some companies are reducing the amount of plastic in packaging.

D. People can organize beach cleanups.

6 What is the main idea of paragraph 3?

A. There is so much plastic being produced and used that it winds up in our oceans.

B. Communities, companies, and individuals need to take action to help reduce the amount of plastic litter in our oceans.

C. The plastic debris in our oceans is killing and injuring all marine life, including sea birds.

D. People need to clean up the plastic debris before it reaches our oceans.

7 Which of these sentences from the article states the overall main idea of the article?

A. "These factors make it difficult for the world to deal with the large amount of plastic being thrown away, so it ends up in our oceans."

B. "When dead whales wash up on shores, plastic is often found inside their bodies."

C. "Action at the community level is crucial."

D. "The amount of plastic invading the oceans is a threat to the environment and marine life, and it needs to be addressed."