A Tutor™ for CASAS GOALS 2 Student Edition

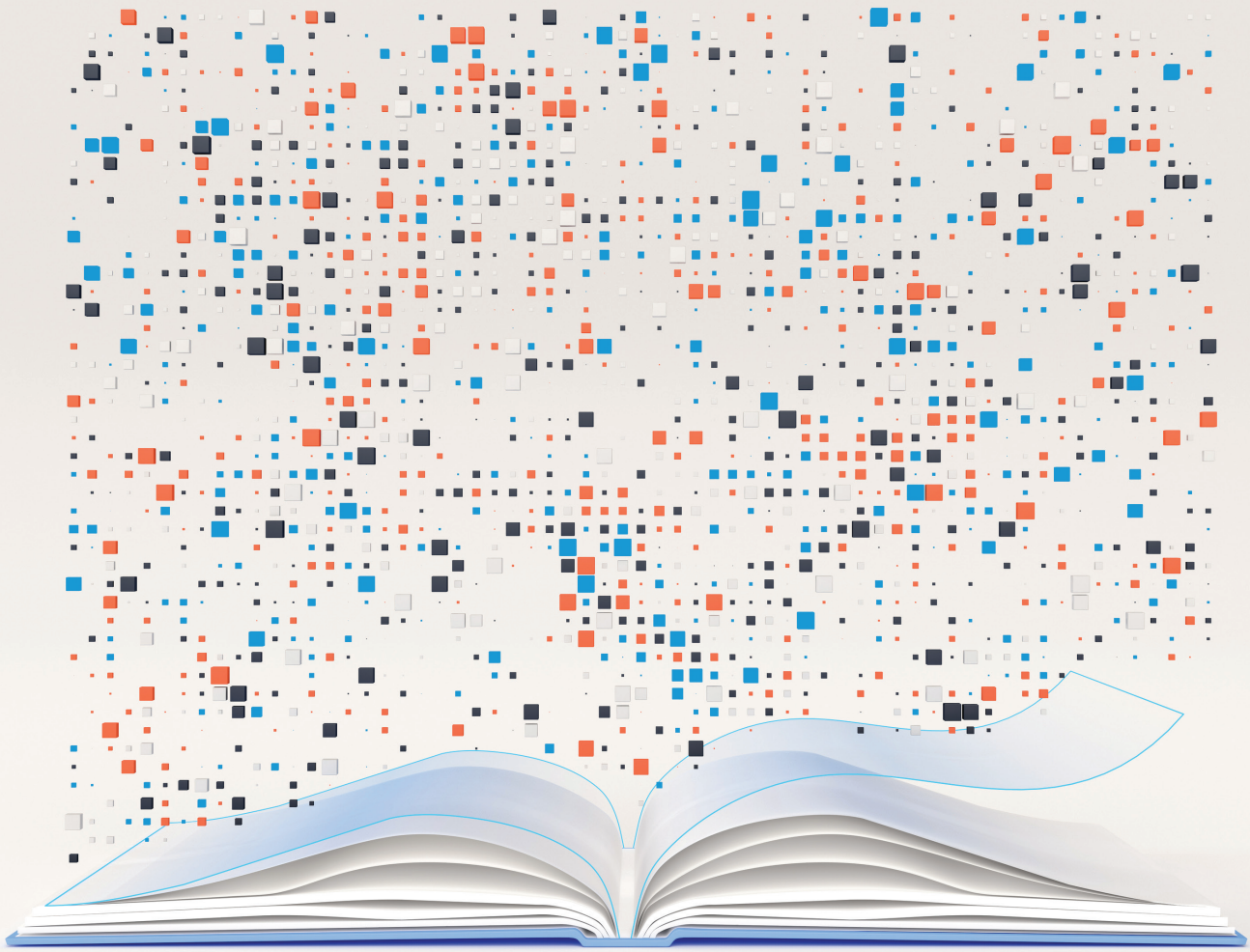
Aztec Paxen Publishing

Reading

Level D

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

Aztec Paxen Publishing

Reading

A Tutor™ for CASAS GOALS 2
Student Edition

Level D

Contents

About CASAS Reading GOALS 2 iv

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

Pretest vi

Unit 1 Understanding Vocabulary

Lesson 1 Context Clues 2
Lesson 2 Figurative Language 4
Lesson 3 Connotations of Words and Phrases 6
Lesson 4 Technical Words and Phrases 10
Unit 1 Review 14

Unit 2 Understanding Texts

Lesson 5 Determine Main Idea and Summarize 16
Lesson 6 Determine Main Idea and Summarize Technical Texts 18
Lesson 7 Make Inferences and Use Text Evidence 22
Unit 2 Review 26

Unit 3 Analyzing Texts

Lesson 8 Analyze Author's Point of View or Purpose 30
Lesson 9 Analyze Primary and Secondary Sources 34
Lesson 10 Analyze Scientific Texts 38
Lesson 11 Evaluate Arguments and Claims 42
Lesson 12 Compare Informational Texts 46
Unit 3 Review 50

Practice Test 54

Answers and Explanations 66

Analysis Charts 73

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 GOALS 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 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–xvii. Use the Pretest Analysis Chart starting on page 73 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 75–79 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 81 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 66–72. 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 practice 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 Context Clues

6.RI.4

Sometimes you will come across unfamiliar words as you read. You can use **context clues** to help you figure out the meanings of these words.

Context refers to the situation in which a word is used. Context clues can be found in words and sentences near an unfamiliar word. These clues can be words with the same meanings as the unfamiliar word or descriptions and explanations. To use context clues, ask questions to help you understand a word's meaning, such as *What part of speech is this word? Is there a word I can use in place of the unfamiliar word? Does the new sentence make sense?* You can also reread and read ahead to find context clues.

Example

As the scientist walked across the snowy field, he came across two sets of footprints. He recognized the first set as belonging to a rabbit. The other set was behind the first set, and he could tell that the prints belonged to a larger mammal, perhaps a mountain lion. This indicated that the rabbit was being pursued by the larger animal. The larger animal was most likely hunting for food. As the scientist followed the footsteps, he could tell that the rabbit outran the larger animal.

Context Clues: What clues help you understand the meaning of the word *pursued* in the passage? The fact that one set of footprints was behind the other set suggests a chase. The scientist's remarks show that the word *pursued* is a verb, or an action word. Reading ahead, you can figure out that the larger animal was chasing the smaller animal. If you use the word *chased* in place of *pursued*, the sentence makes sense. *Pursued* means "chased."

Guided Practice

Read the paragraph. Then answer the question.

Mountain lions are also known as pumas, cougars, and panthers. They are large, brownish cats that live in many different habitats. These can include deserts, swamps, and forests. They prefer to be hidden, rather than in the open, in order to surprise their prey.

1. What is the meaning of the word habitats as used in the paragraph?

A. groups
B. places
C. patterns
D. countries

Option B is correct. The word *live* the second sentence and the examples in the third sentence are clues that habitats are places where animals, plants, or people live. Options A, C, and D do not make sense in the context of the paragraph.

Practice

Read the article. Then answer the questions.

Mountain lions rarely attack humans. However, people should use caution while they are hiking or biking in wilderness areas where mountain lions are known to live.

Here are a few recommendations for ensuring your safety when enjoying the outdoors. These suggestions will lessen the chances of having unwanted encounters with mountain lions.

1. Never hike alone. This is good advice whether or not mountain lions live in the area. Situations can arise in which you might need the help of another person.
2. Keep children near you at all times. Do not let them wander out of your sight.
3. If you see a mountain lion, try to stay calm.
   - Do not run away from a mountain lion. This could elicit, or set off, the mountain lion's instinct to chase you as if you were prey.
   - Do not move toward the mountain lion. Instead, stand your ground and make eye contact with the animal.
   - Do not bend over or crouch down because this will make you more closely resemble a mountain lion's four-legged prey.
   - Stand upright and try to appear large.
   - Speak in a loud voice and wave your arms.
   - When the mountain lion sees that you are not prey, it will usually find a way to escape the situation.

Just remember that when you first encounter a mountain lion, your main goal is to convince the lion that you are not its prey. By standing tall, speaking loudly, and waving your arms, you also tell the lion that you may be a danger to it.

1 Read the sentence.

Here are a few recommendations for ensuring your safety when enjoying the outdoors.

Which word means the same as the word recommendations in the second paragraph?

A. outdoors **B.** suggestions
C. chances **D.** encounters

2 Read the sentence.

Situations can arise in which you might need the help of another person.

What does the word arise mean?

A. awaken **B.** stand tall
C. happen **D.** move upward

3 Read the sentence.

This could elicit, or set off, the lion's instinct to chase you as if you were prey.

What word or words help you understand the meaning of the word elicit?

A. "run away" **B.** "set off"
C. "instinct" **D.** "chase"

4 Read the sentence.

Do not bend over or crouch down because this will make you more closely resemble a lion's four-legged prey.

What does the word resemble mean?

A. think of **B.** seem to
C. search for **D.** look like

Lesson 5 Determine Main Idea and Summarize

6.RI.2

The **main idea** is the most important point in a text. Sometimes the main idea is stated directly. Other times, you can figure out the main idea by looking for key details that reveal what the text is mainly about. To use details to determine the main idea in a text, you must distinguish between important and unimportant details.

A **summary** is a short restatement of the main idea and most important details in a text. It does not contain the reader's opinions about the topic or judgments about the text.

Example

The Native Americans of the North American plains depended on buffalo meat for food. They used the hide to make clothing and teepee shelters. They made tools and weapons from buffalo bones. From the hair of the buffalo, Native Americans made rope.

Main Idea: Native Americans living on the plains got much of what they needed to survive from the buffalo. The main idea of the paragraph is not stated directly. The details describe the many ways that Native Americans benefited from the buffalo.

Summary: The buffalo provided Native Americans with food, clothing, shelter, tools, weapons, and other supplies.

Guided Practice

Read the paragraph. Then answer the question.

Many Native Americans lived in the Great Plains region of the United States and Canada. In the United States, this is an area that lies between the Rocky Mountains and the Mississippi River and extends to the Rio Grande in what is now Texas. The Native Americans chose this area because of its resources. Many groups settled near the Missouri River, where fresh water, wood, and many plant foods were available.

1. What is the *best* summary of this paragraph?

   A. Native Americans settled in the Great Plains area of the United States and Canada.

   B. The Great Plains lie between the Rocky Mountains and Mississippi River and extend to the Rio Grande.

   C. Many Native Americans settled in theGreat Plains area because there were plenty of resources.

   D. The area near the Missouri River offers resources such as fresh water, wood and plant foods.

Option C is correct. This answer choice contains the main idea and key details that contribute to an effective summary. Options A, B, and D are missing key details.

Hint

To determine which details should be included in a summary, ask yourself *Does the detail help me understand the main idea of the passage?*

Practice

Read the article. Then answer the questions

1 Before Native Americans of the plains were introduced to horses by Spanish explorers, they traveled and hunted on foot. They used dogs to pull sleds that contained their belongings. All of a family's possessions had to fit inside a sled. This limited the number of possessions they could acquire.

2 Horses were greatly prized by Native Americans. They called them "sky dogs." They believed that the horses were large dogs sent as gifts from the Great Spirit in the sky. They told many stories about how they had acquired horses.

3 Horses changed the food supplies of Native Americans. Hunting on horseback was much easier than on foot. It allowed Native Americans to keep up with a moving herd of buffalo and to provide more meat for their families as well as more hides, bones, and other parts of the buffalo that were used in daily life.

4 On horseback, Native Americans could travel greater distances in a day. The horses could pull heavier loads of supplies and possessions, so families could acquire more goods and larger teepees. The introduction of horses significantly changed many aspects of life for the Native Americans.

1 Which of these is the main idea of paragraph 1?

A. Before they were introduced to horses by Spanish explorers, Native Americans hunted and traveled on foot.

B. Native Americans used dogs to pull sleds that contained their belongings.

C. All of a family's belongings had to fit in the sled.

D. This limited the number of possession they could acquire.

2 What is the main idea of paragraph 2?

A. Native Americans told many stories about how they had acquired horses.

B. Native Americans called the horses "sky dogs."

C. Native Americans believed that horses were gifts from the Great Spirit.

D. The horses were greatly prized by Native Americans.

3 What is the main idea of the third paragraph?

A. Hunting on horseback was easier than on foot.

B. On horseback, Native Americans could keep up with buffalo.

C. Horses changed the food supplies of Native Americans.

D. Native Americans got more food and other supplies from buffalo.

4 Which *best* summarizes the article?

A. Spanish explorers introduced horses to Native Americans, who thought of horses as big dogs. The horses were greatly prized.

B. Native Americans hunted and traveled on foot. After Spanish explorers introduced horses, Native Americans prized the horses and used them to haul their belongings, hunt buffalo, and travel.

C. Native Americans greatly prized horses. As a result of having horses, Native Americans had greater access to their main food supply, buffalo.

D. Native Americans hunted and traveled on foot before horses were introduced. Once they began using horses, Native Americans could own more possessions.

Lesson 8 Analyze Author's Point of View or Purpose

8.RI.6, 6-8.RH.6

An **author's point of view** is his or her attitude toward a subject. To determine an author's point of view or purpose in a text, follow a few key steps.

- Identify the author's purpose, or reason, for writing a text. An author's purpose may be to inform, to explain, to persuade, or to entertain.
- Identify the main idea of a text. This is often stated in the introduction or conclusion. This will help you understand what the author is mainly discussing.
- Examine the language and tone the author uses in a text. This can provide clues about the author's point of view. Analyze whether the author uses positive, negative, or neutral words. Most often, positive words show support for a topic or idea. Negative words may reveal an author's disagreement with a topic or idea. Neutral words may indicate that the author is simply trying to inform without revealing a personal point of view.
- Look for loaded language, or words and phrases that are intended to provoke an emotional reaction. Authors use loaded language to persuade readers to agree with them.
- Pay attention to the examples, facts, and reasons that the author uses to support his or her argument. Topics and ideas that the author chooses to support can also reveal his or her point of view.
- Authors will often acknowledge and respond to opposing, or differing, viewpoints. To identify opposing viewpoints in the text, look for phrases like *some people think* or *others believe*. After acknowledging the different viewpoint(s), the author should respond with reasons and evidence to explain why his or her viewpoint is the correct one. Recognizing this strategy can help you determine the author's point of view about a topic.

Example

"He is so lazy. All he does is play video games all day." Unfortunately, this is a common belief about people who spend much of their free time playing video games. However, this is an outdated opinion about video games. Video games today are action packed and allow people to develop vital skills that they can apply to the real world. Gamers develop hand-eye coordination as they manipulate the controllers while quickly reacting to the action on screen. Gamers also develop their problem-solving skills as they work their way through complicated objectives while trying to beat games. Gaming today is also a social activity as many games allow people to compete with—and communicate with—other people around the world. Gaming today is an important tool that allows people to develop many different vital skills.

Author's Purpose: The author's purpose is to convince readers that gaming is an important developmental tool. The last sentence of the paragraph states the author's point of view.

Language Choices: The author uses positive words—such as *important, vital,* and *develop*—when describing gaming. The use of these positive words reveals that the author has positive point of view or opinion of gaming.

Opposing Point of View: The author begins with a quote that shows an opposing point of view. The use of the word *unfortunately* directly after the quote shows the author disagrees with the quote.

Guided Practice

Read the paragraph. Then answer the question.

Business professional and *business casual*—these two popular dress code terms are used by many businesses. While *business casual* is a little more relaxed in its rules than *business professional*, both serve the same purpose: to limit the personal freedoms of employees. Many old-school business owners stick by the archaic belief that dressing in a certain way improves performance in the workplace. They believe that dress codes reduce distractions and promote professionalism. However, no factual data truly supports this idea. There is no correlation between one's outfit and one's ability to do his or her job in an office setting. On the flip side, most employees will tell you that they are more relaxed when they can wear outfits that they choose themselves. When employees are relaxed and comfortable, they are more likely to be efficient and more productive at their jobs.

1. Which sentence shows the opposing viewpoint to the author's argument?

   A. "Business professional and business casual—these two popular dress code terms are used by many businesses."

   B. "While *business casual* is a little more relaxed in its rules than *business professional*, both serve the same purpose: to limit the personal freedoms of employees."

   C. "Many old-school business owners stick by the archaic belief that dressing in a certain way improves performance in the workplace."

   D. "There is no correlation between one's outfit and one's ability to do his or her job in an office setting."

Option C is correct. The author's viewpoint is that dress codes are counterproductive. This sentence states a viewpoint held by people who like dress codes. Options A, B, and D are examples and reasons the author uses as support for the argument. They do not express an opposing viewpoint.

Strategy

When looking for a sentence that shows a different viewpoint, start by identifying the author's point of view. Then look for a sentence or group of sentences that states the opposite viewpoint.

Practice

Read the editorial. Then answer the questions

Should adult learners have homework? This question has spurred many debates between teachers, adult learners, and educational professionals. Some people believe that homework is an important part of adult learning because it helps people practice skills that are important in today's fast-paced world.

Homework in college helps adult learners in several ways. It helps them remember what they learned in the classroom. It creates good study habits and allows learners to practice time management. It leads to better school performance. For example, if an adult learner works on material that was not fully understood in class, he or she may gain clarity. Homework can also help build critical thinking and problem-solving skills. It also teaches self-discipline—an important skill, along with time management, that assists with success in both school and workplace settings.

Some people argue that homework in college can be overwhelming. This is especially true for adult learners who have other responsibilities such as work or family commitments. However, some teachers allow flexible deadlines or different assignment options to address the varied needs of adult learners.

In conclusion, while homework in college may have its challenges, its pros outweigh its cons. By creating a balance and providing support to adult learners, teachers can make sure that homework remains an important tool in adult learning environments.

1 What is the *main* purpose of the editorial?

A. to argue that homework should be eliminated in adult learning environments

B. to show the benefits and challenges of homework in adult learning environments

C. to show the negative effects of homework on adult learners

D. to suggest that homework is only beneficial for young students

2 Which sentence in the editorial presents an opposing viewpoint about the benefits of homework in an adult learning environment?

A. "It helps them remember what they learned in the classroom."

B. "It leads to better school performance."

C. "Some people argue that homework in college can be overwhelming."

D. "It also teaches self-discipline—an important skill, along with time management, that assists with success in both school and workplace settings."

3 The author addresses the concern that homework can be overwhelming for adult learners by _____.

A. ignoring it and focusing only on the benefits of homework

B. suggesting that homework should not be given to adult learners

C. stating that some teachers allow flexible deadlines or different assignment options

D. arguing that adult learners should prioritize homework over other responsibilities

4 What is the author's viewpoint about the overall impact of homework in college?

A. Assigning more homework increases academic performance.

B. It has both benefits and challenges, but the pros outweigh the cons.

C. Homework should be meaningful and manageable and tailored to the needs of each adult learner.

D. Teachers should ignore the issue of stress and focus on the benefits of homework.

Practice

Read the article. Then answer the questions.

1 Social media has become an important part of modern life. It lets people communicate, enjoy entertainment, and express themselves. It also helps connect people with other people who share similar interests. Despite some people having negative opinions of social media, social media is an integral part of modern society and the benefits far outweigh the drawbacks.

2 One of the biggest benefits of social media is that is allows people to stay connected no matter where they are located. Families located across town and around the world can get a steady stream of updates regarding each other's lives. Old high school and college classmates can stay connected via social media, too. They can even use social media to organize class reunions.

3 Another benefit of social media is that it connects people who share similar interests. People who are fans of a specific sports team can use social media to follow the latest updates on their team. People who have hobbies such as knitting can find groups of other knitters. The types of groups that exist on social media are limitless.

4 Social media does have some drawbacks. For example, some people fall prey to scams by posting too much personal information on social media sites. Social media also allows people to spread false information. While these issues are concerning, their impact can be limited when people follow best practices. For example, people should fact check and confirm any information they see on social media; this can help limit the impacts of false information.

5 When people use social media wisely, it can be a great tool. Be sure to follow common safety guidelines, and you'll be able to take full advantage of the benefits of social media.

5 The author's *main* purpose in writing this article is _____.

- **A.** to argue that social media should be banned
- **B.** to argue that the benefits of social media outweigh the drawbacks
- **C.** to argue that the negative effects of social media outweigh the positives
- **D.** to argue that social media has a limited impact on modern society

6 Which sentence from the article presents an opposing viewpoint to the author's point of view?

- **A.** "People use social media to learn about or research any number of topics."
- **B.** "Old high school and college classmates can stay connected via social media, too."
- **C.** "They can make connections that allow them to knit with others who love the craft."
- **D.** "Social media also allows people to spread false information."

7 The author suggests limiting the negative impacts of social media by _____.

- **A.** banning social media use for adults entirely
- **B.** ignoring the negative impacts and focusing only on the positives
- **C.** fact checking and confirming information seen on social media
- **D.** limiting connections to people with similar interests

8 Which benefit of social media does the author mention?

- **A.** It connects people who share similar interests.
- **B.** It exposes people to false information about a variety of topics.
- **C.** It allows people to feel good about themselves.
- **D.** It keeps people from being bored in their spare time.