A Tutor™ for CASAS GOALS 2 Student Edition

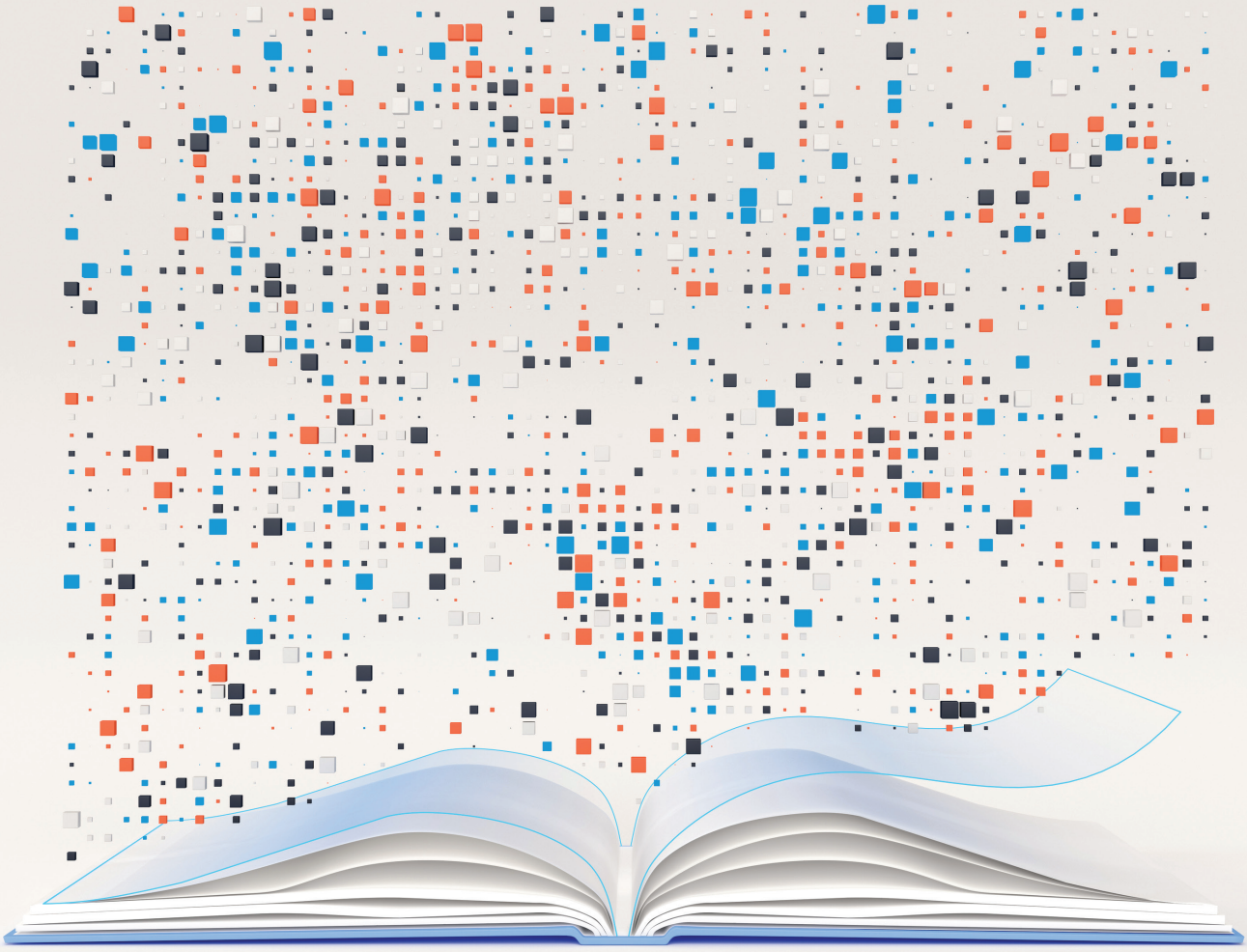
Aztec Paxen Publishing

Reading

Level E

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

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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 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 on page 75 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 77–81 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 on page 83 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 68–73. 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

9-10.RI.4

Context clues are words or phrases in a text that can help you figure out the meaning of an unfamiliar word. Look for the following types of context clues as you read.

Types of Context Clues	
Synonyms	Words that have a similar meaning
Antonyms	Words that have opposite meanings
Definitions	Statements that tell what a word means
Word Parts	Prefixes and suffixes added to a base or a root word
Examples	Examples that help you determine what a word means

Example

When I had to testify in court, my heart was beating so loudly that I could barely hear the prosecutor's questions. The defendant glared at me, trying to scare me, but I wouldn't let him intimidate me. I couldn't be one-hundred-percent sure that he was the man who ran out of the bank and hopped into the car, but I was absolutely positive that I remembered the license plate number.

Context Clues This paragraph has language related to court cases—*testify, prosecutor's*, and *defendant.* To figure out the meaning of *testify,* look at the other words in the sentence. *Hear questions* and *speak* suggest that *testify* means "to answer questions or speak at a trial." The suffix –or means "person who." A *prosecutor* is a person who makes a case against someone in court. The *defendant* is the person on trial. The word *scare* is a synonym context clue for the word *intimidate*.

Guided Practice

Read the paragraph. Then answer the question.

Many plant foods contain antioxidants. These substances prevent a chemical reaction in the body called oxidation, which can have harmful effects. Oxidation produces compounds called "free radicals." If these substances become too numerous, they can damage cells.

1. Read the sentence.

Oxidation produces compounds called "free radicals."

Which of these *best* explains the meaning of compounds?

A. cells **B.** plants

C. problems **D.** substances

Option D is correct. This sentence tells you free radicals are compounds. The next sentence in the paragraph refers to free radicals as "these substances." This tells you that compounds are substances.

Strategy

If you are not sure of the answer, read the sentence four times. Each time, substitute the underlined word or phrase in the sentence with an answer choice. Choose the answer that makes the most sense.

Practice

Read the article. Then answer the questions.

Cardiovascular disease afflicts over 60 million Americans. Heart attack, stroke, high blood pressure, and hardening of the arteries are all examples of this disease. They also account for about 25 percent of all deaths each year, making heart disease the number-one killer in the United States. The good news is that you can take steps to lower your risk of developing heart disease.

Hearth disease has been linked to a lack of physical activity. According to surveys, more than a quarter of all Americans lead a sedentary lifestyle. They are not active at all. Even low-tomoderately intense activities, like walking, can make you healthier. More vigorous activities, such as running or bicycling, are even better.

Eating healthy foods is a good way to reduce your risk of heart attack. Risk factors for heart attack include (1) having high levels of cholesterol, a fatty substance in the blood that can clog arteries; (2) having high blood pressure; and (3) being overweight. You can fend off these risks by adding fruits and vegetables, lean meat, and unsaturated fats to your diet.

Limit intake of junk food to reduce the risk of heart disease.

Finally, maintaining a healthy body weight is another key to keeping your heart healthy. In addition to exercising regularly, you should balance your level of activity with the number of calories you eat. Make sure that the calories you consume come from nutritious foods. Limit your intake of high-sugar or high-fat foods such as soft drinks, ice cream, and candy.

1 Read the sentence.

Cardiovascular disease afflicts over 60 million Americans.

Which of these *best* explains the meaning of cardiovascular?

A. related to the heart and blood vessels

B. related to the lungs and breathing

C. caused by infrequent exercise

D. caused by poor diet

2 Read the sentence.

According to surveys, more than a quarter of all Americans lead a sedentary lifestyle.

Which of these has the *opposite* meaning of sedentary?

A. lazy

B. active

C. unhealthy

D. determined

3 Read the sentence.

You can fend off these risks by adding fruits and vegetables, lean meat, and unsaturated fats to your diet.

Which of these *best* explains the meaning of fend off?

A. add to

B. accept

C. urge on

D. keep away

4 Read the sentence.

Make sure that the calories you consume come from nutritious foods.

Which of these has the *opposite* meaning of nutritious?

A. tasty

B. unhealthy

C. clean

D. inexpensive

Lesson 4 Determine Main Idea

9-10.RI.2

The **main idea** is the most important idea in a paragraph or a passage. It is the idea that the author wants you to remember when you think about the paragraph or text later. The author uses details to support and develop the main idea. They add important information about the main idea.

In a paragraph, the main idea is often stated directly in a topic sentence. In a longer text, the main idea may be stated directly at the end of the introductory paragraph. The author usually restates the main idea in the concluding paragraph.

Example Wildfires burn several million acres of forest in the United States each year. Most of these unplanned and uncontrolled fires are caused by human carelessness. One in five is the result of failing to control a campfire. One in ten is caused by a careless smoker.

Main Idea: The main idea of this paragraph is directly stated in the second sentence: "Most of these unplanned and uncontrolled fires are caused by human carelessness." The first sentence in the paragraph gives a detail about the forest fires. The third and fourth sentences offer examples of human carelessness that cause forest fires.

Guided Practice

Read the paragraph. Then answer the question.

Adverse weather conditions can cause forest fires. For example, lightning can set off a fire when it strikes and kindles dry grass. Drought can increase the amount of dry grass in an area. Low humidity also makes an area more susceptible to fires. High winds can cause fires to spread rapidly.

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

   A. A lightning strike can start a forest fire.

   B. Low humidity in an area is a fire hazard.

   C. Extreme drought causes dry grass.

   D. Forest fires can be set off by weather conditions.

Option D is correct. The main idea is stated in the first sentence of this paragraph. Options A, B, and C are details in the paragraph.

Strategy

To verify that you have correctly identified the main idea, think about which information the author restates in the conclusion. Ask yourself: *Does that restatement match the main idea you have identified?*

Practice

Read the article. Then answer the questions.

1 Forest fires can spread rapidly because of the abundance of dry leaves and limbs. The biggest challenge in fighting a forest fire is getting the people and equipment to the right place. Good communication and coordination are critical for stopping a fire and ensuring the safety of the firefighters.

2 Many people work together to spot and stop forest fires. Foresters use airplanes, helicopters, and drones to survey the forest and spot fires before the blazes can spread. When a fire is detected, forest patrols determine how fast the blaze is moving. Then they plot the fire's location on a detailed map of the area and develop a strategy for controlling the blaze. On the ground, firefighters use two-way radios to stay in touch with one another and the command center.

3 The command center closely monitors weather conditions and wind direction to help direct the battle against the fire. Winds are hard to predict, and a sudden change in wind direction can quickly change the path of a fire. This constant uncertainty makes firefighting a very risky job. Firefighters monitor their radios to stay apprised of any changes in wind speed and direction.

4 The basic technique for fighting forest fires is the firebreak—a strip of land in front of the moving fire that is cleared of flammable material. Firefighters use shovels, chainsaws, rakes, hoes, and leaf blowers to clear areas and dig furrows that are designed to halt the fire. Where possible, they will bring in bulldozers and plows. Airplanes and helicopters may drop water "bombs" or chemicals on the sides of the firebreak to slow down an advancing fire.

5 By working together, everyone involved in firefighting can ensure that fires are stopped as quickly as possible and firefighters stay safe.

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

A. Fires in a forest are particularly problematic.

B. Dry tree limbs and leaves help a forest fire spread.

C. It can be difficult to get people and equipment to a fire to fight it.

D. Communication and coordination are essential to fight fires and protect firefighters.

2 Which of these is the main idea of the second paragraph?

A. Many people work together to locate and put out forest fires.

B. Spotting and stopping forest fires is difficult from the ground.

C. People use airplanes, helicopters, and drones to find out more about fires.

D. Two-way radios help firefighters on the ground communicate with others.

3 Which of these is the main idea of the third paragraph?

A. Winds are unpredictable and can quickly change the direction of a fire.

B. The command center tracks weather and wind conditions to direct firefighters.

C. Changes in the wind and weather make a firefighter's job dangerous.

D. Firefighters listen to radios to learn about wind conditions.

4 Which of these is the main idea of the fourth paragraph?

A. Firefighters use hoes and other tools to build firebreaks.

B. Planes drop water and chemicals to help stop forest fires.

C. Firefighters create firebreaks to contain forest fires.

D. Bulldozers and plows are used when possible.

Lesson 7 Analyze Author's Purpose

9-10.RI.6

An **author's purpose** is the author's reason for writing. Authors of informational texts provide information about a topic. There are three main purposes for informational writing.

- To **explain** what something is, how something works, or how to do a task or procedure
- To **describe** events, people, places, or things
- To **persuade** readers to accept a claim, change their point of view, or take a course of action

To analyze the author's purpose, think about what information the author includes and how the author organizes it. Authors might use these strategies to help them advance their purpose:

- Using word choices to create a positive, negative, or neutral tone
- Using loaded language, or words and phrases that are intended to provoke an emotional reaction
- Including facts that guide the reader to accept the author's view
- Avoiding facts that might make the reader think the author is wrong

Example

The Battle of Midway was fought in the Pacific Ocean in early June of 1942. Only later would this battle be recognized as one of the turning points in World War II. Although the naval capacity of the United States had been severely damaged by the Japanese attack at Pearl Harbor, the U.S. Pacific fleet decimated the Japanese naval capabilities. Japan lost essential carriers and naval pilots.

Author's Purpose: In this text, the author's purpose is to inform. The author presents facts about the Battle of Midway and its results. The author includes facts showing that the U.S. won the Battle of Midway.

To identify an author's purpose, ask yourself these types of questions:

- Is the author trying to explain, describe, or persuade?
- Does the author have multiple purposes for writing the text? If so, what is the author's primary purpose?
- What details does the author provide? Are they facts or opinions?
- Which details, if any, show the author's feelings about the subject?
- Does the author use word choices to create a specific tone?
- Does the author use loaded language?

Example	Sample Annotation
It is undeniable that the steady leadership of Admiral Chester W. Nimitz led to the decisive defeat of the Japanese navy at the Battle of Midway. This battle turned the tide of World War II in favor of the Allies. Nimitz was born in a small town in land-locked Central Texas and was seasick on his first journey on the ocean, so nobody could possibly have believed that he would engineer such a stunning series of upsets to the powerful Japanese navy.	As I read the text, I note that the author expresses the opinion that Admiral Nimitz was responsible for the Allied victory at the Battle of Midway. The author also uses loaded language like "undeniable" and "nobody could possibly have believed." These words are meant to appeal to my emotions. The author's purpose it to persuade me to agree with his opinion about Admiral Nimitz.

Guided Practice

Read the text. Then answer the question.

An economic depression is characterized by a number of economic factors. These factors include substantial increases in unemployment, a drop in available credit, and diminishing output. Other factors are bankruptcies and government debt defaults. Reduced commerce and trade and sustained volatility in currency values are also the result of an economic depression.

At the end of the 1920's, the world economy, including that of the United States, fell into the Great Depression. Unemployment rates soared and business output fell, and millions of people throughout the world were left impoverished.

1. What is the author's purpose for writing this text?

A. to persuade readers that another great economic depression is coming

B. to persuade readers to take steps to avoid an economic depression

C. to inform readers about the characteristics of an economic depression and provide a historical example

D. to inform readers about what happens when currency values are unstable and provide a historical example

Option C is correct. The author provides the characteristics of an economic depression and gives a historical example. The purpose is to inform readers.

Practice

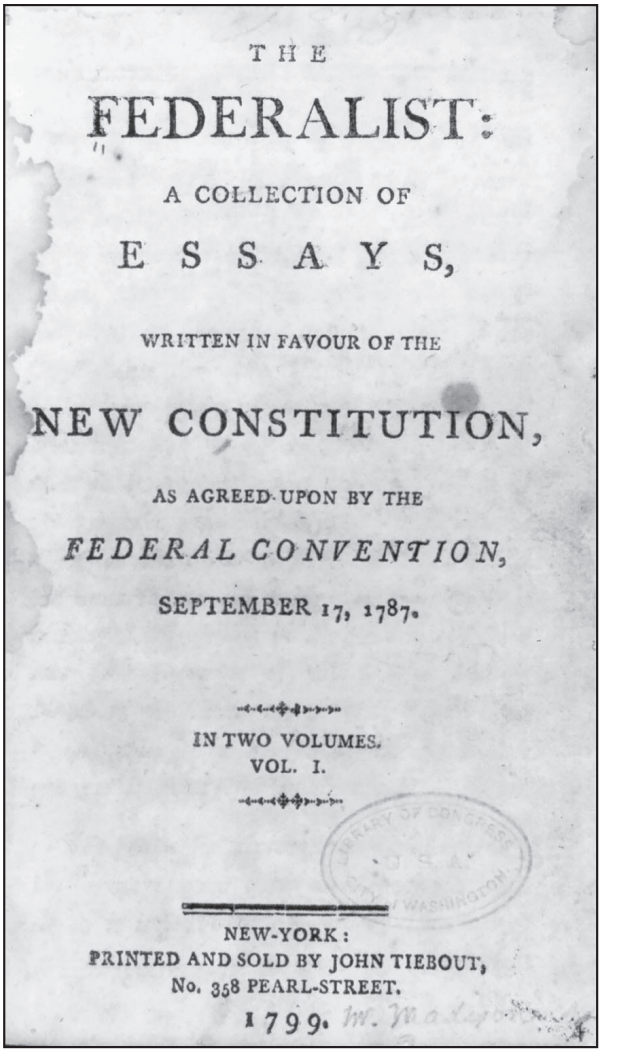
Read the article. Then answer the questions.

Interpreting the Constitution

One of the most important questions that senators can ask a Supreme Court judicial nominee is whether the nominee believes in a strict or a broad interpretation of the Constitution. Strict constructionists interpret the Constitution as it was written hundreds of years ago. They base their interpretations on the literal and narrow definitions of the language that the framers used without regard to our modern lives. Unfortunately, this is a wrong-headed approach to the Constitution. Broad constructionists understand that our society and technology have changed and will continue to change. They interpret the Constitution based on their understanding of the intent of the framers and the current needs of the nation. Broad constructionists live in reality and make decisions based on life today, not hundreds of years ago.

A careful and thoughtful reading of *The Federalist Papers* should turn all strict constructionists into broad constructionists. In "Federalist No. 37," James Madison described the difficulties faced by the delegates to the Constitutional Convention in their efforts to draft the Constitution. First, there were no precedents for them to follow. They knew only that the existing Articles of Confederation was weak and that they must try to avoid the past errors of other nations. In addition, delegates had to design a stable government that provided security and enforced laws while ensuring personal liberty. Finally, an appropriate balance of power between the national and state governments had to be found.

Madison concluded the essay with his opinion on the reasons for the Convention's success: there was little divisiveness along political party lines, and the delegates knew the importance of sacrificing personal interests for the greater good. Today, the divisiveness along political party lines is apparent, even in the Supreme Court. Important decisions are often decided by the justices along ideological beliefs—those who were nominated by Republican presidents and those nominated by Democratic presidents. Justices who adhere to a strict constructionist view of the Constitution would do well to take a deeper look at *The Federalist Papers.*


THE
FEDERALIST:
A COLLECTION OF
ESSAYS,
WRITTEN IN FAVOUR OF THE
NEW CONSTITUTION,
AS AGREED UPON BY THE
FEDERAL CONVENTION,
SEPTEMBER 17, 1787.
IN TWO VOLUMES.
VOL. I.
NEW-YORK:
PRINTED AND SOLD BY JOHN TIEBOUT,
No. 358 PEARL-STREET.
1799.

Practice

1 What is the author's purpose for writing this article?

A. to inform readers about the importance of *The Federalist Papers*

B. to inform readers about why James Madison wrote *The Federalist Papers*

C. to persuade readers that broadly interpreting the Constitution is better

D. to convince readers that a strict constructionist belongs on the Supreme Court

2 Which sentence from the article *best* supports your answer to item 1?

A. "Strict constructionists interpret the Constitution as it was written hundreds of years ago."

B. "Broad constructionists live in reality and make decisions based on life today, not hundreds of years ago."

C. "Finally, an appropriate balance of power between the national and state governments had to be found."

D. "Today, the divisiveness along political party lines is apparent, even in the Supreme Court."

3 How does the author advance his purpose in the second paragraph?

A. The author gives a history of the Supreme Court to inform readers.

B. The author explains different types of constructionists to inform readers.

C. The author describes recent court rulings to support his opinion.

D. The author refers to a historical document to support his opinion.

4 How does the author advance his purpose in the final paragraph?

A. The author compares court rulings today with those at the time of Madison to show little has changed.

B. The author contrasts party divisiveness now and at the time of Madison to show times have changed.

C. The author claims that today's judges aren't qualified because they haven't read important historical documents.

D. The author describes the grueling process of nominating judges to show how qualified candidates are overlooked.

5 Which word in the article is an example of loaded language?

A. "divisiveness"

B. "nominee"

C. "wrong-headed"

D. "literal"