

CASAS Level C Practice Lessons – Tutor Guide

Note to Tutor:

The format of the recently released 2024 CASAS Steps tests is different from past CASAS assessments your students might have taken. Although our goal isn't to "teach to the test", the lessons in this packet will provide students exercises to reinforce their literacy skills and practice in the format that they will see on CASAS tests.

Each lesson will take approximately 60-90 minutes.

Vocabulary and concepts your students might be expected to be familiar with:

- Words to describe people—man, woman, children, boy, girl
- Relationships—mother, father, husband, wife, daughter, son, brother, sister
- Basic foods
- Basic items of clothing
- Basic articles of furniture
- Basic parts of the body
- Telling time
- Writing dates
- Days of the week and their abbreviations
- Months of the year and their abbreviations
- Completing forms—name, street address, phone number, e-mail address, date of birth
- Coins
- Reading a schedule (bus, school, etc.)
- Reading an advertisement
- Present participles (-ing words)
- Question words—how much, how many, when, where, what, who
- Basic symbol signs—restroom, no smoking, stairs, etc.

Level C students should be familiar with reading both bar and pie graphs. They should be able to distinguish purpose and main idea of a text, email, or form. They should be able to summarize a short text. They should be familiar with receipts and the vocabulary associated with them. They should understand the terms "inference" and "implies."

A large number of the Level C questions are vocabulary based. Students should have practice with choosing the best word to replace a word in the text. Giving them exposure to as extensive a vocabulary as possible, through reading and discussing texts, will be helpful in preparing them for this test.

Note: If you prefer, you can complete each lesson over a series of classes by having students work on one or two CASAS prep questions per class. This will allow you to concentrate more on the themes introduced by each practice question.

Lesson 1: Interpreting and Analyzing Information (Student Handout, p. 1-7)

Introduction

Tell students that they will be answering questions requiring them to study and figure out the meaning or relationship of different kinds of information provided to them. Ask students to look at the questions on each page of their student handout and choose the best answers. Review the correct answers along with related vocabulary. Discuss the themes presented in each question. Please refer to the teaching notes included with the answer key below for each practice question.

CASAS Practice Question #1, page 1: Benefits of a Tobacco-Free Workplace

Key:

1a) D 1b) B 1c) A

Teaching notes: In addition to highlighting the answers and reviewing the new vocabulary, you can ask students to take turns reading the passage aloud. For Question 1c, confirm the meaning of “to summarize”: *to tell (information) again using fewer words.*

You can also ask students about their reaction to the benefits of a tobacco-free workplace. Do they agree with the benefits or advantages? Are there disadvantages? If they work, is there a smoking policy at their place of employment? What other places have tobacco-free policies?

CASAS Practice Question #2, page 2: Favorite Type of Movie

Key:

2a) B 2b) C 2c) C

Teaching notes: Talk about the concept of percentages and pie charts. Ask students what their experience is with pie charts or other types of graphs. Visit <https://www.mathsisfun.com/data/pie-charts.html> for more information about this topic including the pie chart used for this practice question.

Discuss the concept of “tone.” Tone in movies indicates the mood or feeling. Some examples of tone include joyful, happy, serious, sad, angry, funny, spooky, intense and inspiring. List some of these examples on the white board and ask students what each means.

Tutor Guide, Continued

CASAS Practice Question #3, page 3: Invoice

Key:

3a) C 3b) D 3c) C 3d) B 3e) C

Teaching notes: Discuss the concept of an “invoice”: a document that shows a list of goods or services and the prices to be paid for them. Sometimes an invoice is called a bill. Ask if anyone has received an invoice and what information it included. Invoices usually include the following: date, invoice number, list of goods or services, fees for each type of item, and total amount due.

CASAS Practice Question #4, page 5: Letter to the Editor

Key:

5a) B 5b) B 5c) D

Teaching notes: Ask students to circle vocabulary words that they don't know, e.g., global warming, carbon dioxide, emissions, etc. Review the meanings of any new vocabulary words.

- Global warming – the recent increase in the world's temperature that is believed to be caused by the increase of certain gases (such as carbon dioxide) in the atmosphere
- Carbon dioxide – a gas that is produced when certain fuels are burned
- Emissions – the release of gasses

Ask if students think that global warming is a problem. Besides planting a tree, what else can we do for the environment?

If you would like to have students read more about global warming, go to the following links:

<https://www.readworks.org/article/Recycling-Conservation-Global-Warming/0286f1db-2cf3-4ade-a080-e394ad64917c#!articleTab:content/>

<https://www.readworks.org/article/The-Heat-Is-On/7c8c341f-e813-4a56-8653-cf2a34d1a96a#!articleTab:content/>

If you don't have a Readworks account, you will be asked to set one up. There is no cost and you can print the articles. You can also search for other related articles.

CASAS Practice Question #6, page 6-7: Employee Performance Evaluation

Key:

6a) A 6b) 6c) B 6d) C

Teaching notes: Ask students to circle vocabulary words that they don't know. Discuss the meanings of any new vocabulary including "standards": *level of quality or achievement that is considered acceptable.*

Ask students if they have ever had a performance evaluation. What was the experience like? Ask students to describe performance standards for different types of jobs, e.g., chef, teacher or accountant (or, jobs held by students in class).

Lesson 2: Interpreting emails (Student Handout, p. 8-12)

Introduction

Tell students that they will be reading various emails including ones requiring them to figure out the purpose of the emails. Write "purpose", "main purpose" and "main idea" on the white-board. Ask students to define "purpose": *purpose is the reason why something is done, written or said.* Let them know that "main purpose" and "main idea" have a meaning that is similar to "purpose."

Ask students to look at the questions on each page of their student handout and choose the best answers.

Key:

Email p. 8:

1. A
2. B
3. A

Email p. 9:

1. A (*Remind students about the meaning of "to summarize" from Lesson 1, Q1*)
2. B

- 3. A
- 4. A
- 5. A

Email p. 10-11:

- 1. C
- 2. A
- 3. C
- 4. C
- 5. D
- 6. B

Email p. 12:

- 1. C
- 2. C
- 3. D