

## CASAS Reading Steps Level A– Tutor Guide

### Note to Tutor:

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

Feel free to use the lessons in sequential order or choose lessons that best fit the needs of your students. Each lesson will take approximately 30 minutes unless otherwise noted.

### **Lesson 1: Vocabulary Practice: Days/Months, Objects, Food and People (Student Handout, p. 1-2)**

Ask students to choose the best answer that matches the picture. Review correct answers.

#### Key:

1. Day
2. Women
3. Desk
4. Apple
5. Shoe
6. Ice cream
7. Face
8. Grandmother
9. Brother and sister
10. Rain
11. Month
12. Car

### **Lesson 2: Vocabulary Practice: Days/Years, Objects, Food, People, Parts of the Body and Numbers (Student Handout, p. 3-4)**

Ask students to choose the best answer that matches the picture. Review correct answers.

#### Key:

1. Year
2. Chicken
3. Pizza
4. Eye
5. Women's Restroom
6. Window
7. Computer
8. Lamp
9. Bread
10. Ten
11. Day
12. Five

### **Lesson 3: Verbs with "ING" and Additional Vocabulary Practice (Student Handout, p. 5-6)**

Ask students to choose the best answer that matches the picture. Review correct answers.

#### Key:

1. Cooking
2. Walking
3. Listening
4. Playing
5. Book
6. Eating
7. Clapping
8. Waving
9. Sunny
10. Sleeping
11. Month
12. Fishing

### **Lesson 4: Charades with "ING" Verbs (Student Handout, p. 7)**

Time: 30-45 minutes depending on how many verbs you use.

#### **Preparation:**

Cut out each of the ING verbs or verb phrases found on the Student Handout on page 7. There are thirty verbs or verb phrases. Place all of the verbs in a hat, box or bag (or, if you wish to shorten the game, you can use less verbs).

#### **Play charades:**

Demonstrate how to play by going first. Pick a slip with a verb or verb phrase and act it out until someone guesses. For this "single charades" activity, then ask each student to pick one of the verbs to act out.

**Options:** You can provide an upfront copy of the Student Handout on page 7 with all of the verbs as a "Word Bank" to prompt students as they try to guess the correct answers. You also can use the pictures of each verb found on the following pages to help reinforce the correct answers (Tutor Guide, p. 2-6).

SWIMMING



WASHING HANDS



CLEANING



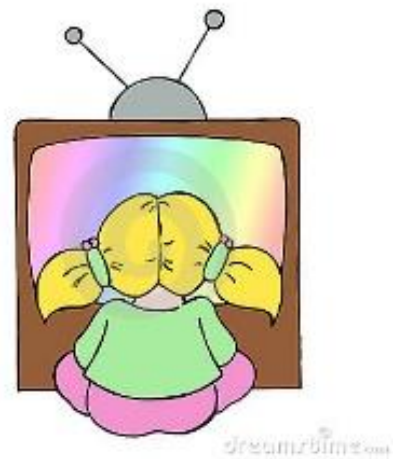
READING



COOKING



WATCHING TV



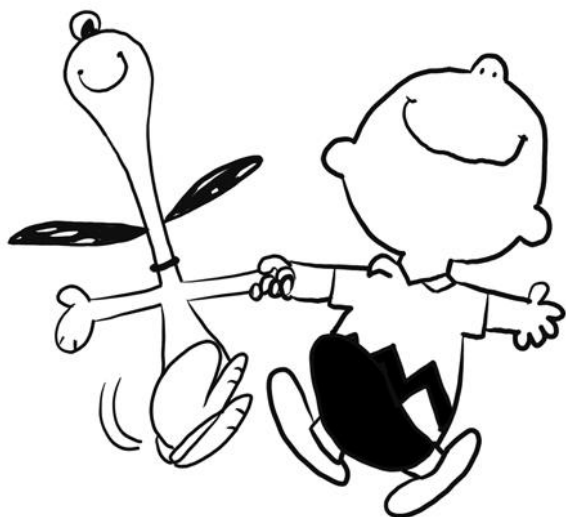
RIDING A BIKE



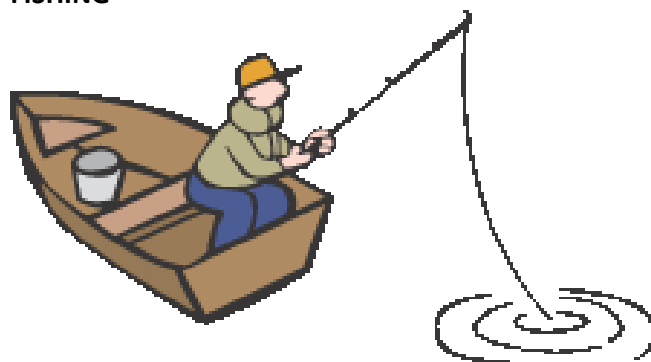
PLAYING THE GUITAR



DANCING



FISHING



SMILING



LAUGHING





DRIVING A CAR



JUMPING



SKATING



WRITING



SINGING



SHOUTING



EATING



DRINKING



SHOPPING



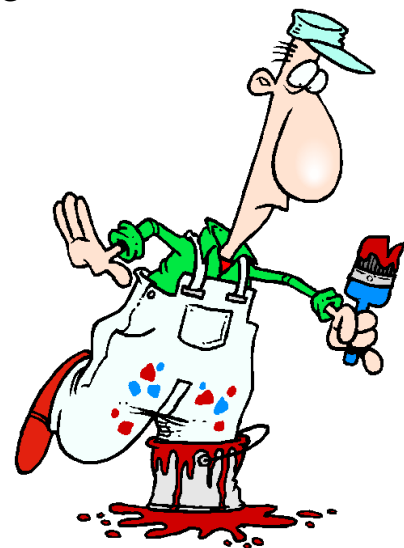
FIGHTING



BOXING



PAINTING



**SLEEPING**



**CLOSING THE DOOR**



**OPENING THE DOOR**



**CLAPPING HANDS**



**FALLING**



**SNEEZING**



**Lesson 5: What are they doing? Short Sentences Containing Verbs with “ING” (Student Handout, p. 8-9)**

Ask students to write the sentence numbers on the pictures that they see. Review the correct answers.

Note: This lesson may be more challenging for some lower-level students.

**Key:**

**The correct order is:**

**2, 9, 10, 6, 5, 7, 3, 8, 1, 4**

**11, 13, 15, 14, 16, 12**

**Lesson 6: Interpreting E-Mails (Student Handout, p. 10-12)**

Ask students to read each email aloud. Then ask them to respond to the three questions related to each e-mail.

**Key:**

**Page 10: 1. Friday 2. Maria 3. 8 p.m.**

**Page 11: 1. John 2. July 22<sup>nd</sup> 3. John is new to Hartford.**

**Page 12: 1. Grant’s Flower Shop 2. The writer of the email. 3. Monday, Wednesday and Friday.**

**Lesson 7: Interpreting Information - Weather (Student Handout, p. 13)**

Review weather-related vocabulary, e.g. sunny, rainy, cloudy. Ask students to describe the weather on the day of the lesson. Then ask students to look at the weather information on p. 13 and answer the questions.

**Key:**

**1. Wednesday, Thursday and Friday 2. Tuesday 3. Tuesday and Saturday 4. \$50.00 5. 8 AM- 8 PM**

**6. Tuesday and Friday 7. Suzanne**

**Lesson 8: Interpreting Information – Party Invitation (Student Handout, p. 14)**

Ask students to look at the party information and answer the questions.

**Key:**

**1. Ryan 2. Zoo 3. 10 am 4. Saturday 5. Tampa 6. April 22<sup>nd</sup>**

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.