

## CASAS STEPS Series Level B Practice Lessons – Tutor Guide

### Note to Tutor:

The format of the 2024 STEPS Series is different from past CASAS assessments your students may 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 30-45 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.
- Purpose
- Main idea/main purpose

### **Lesson 1: Interpreting signs, advertisements and forms (Student Handout, p. 1-4)**

#### **Introduction**

1. Write the word "purpose" on the whiteboard. Ask students to define what "purpose" means. Then summarize with the following definition of "purpose": *purpose is the reason why something is done, written or said.*
2. Write the following on the whiteboard: *A journey of a thousand miles begins with a single step.*
3. Ask students to explain the purpose of the saying, *a journey of a thousand miles begins with a single step.* Discuss the purpose, i.e., however difficult a task is, you can only complete it if you first start it.

#### **Activity**

Ask students to look at the signs, advertisements or form on their student handout and choose the best answers. Let them know that in some cases they will need to identify the purpose of a sign, advertisement or form. In other cases, they will need figure out the meaning of a word or closely review the information to pick the correct answer. Review the correct answers along with related vocabulary.

#### **Key:**

1. Pool and clubhouse
2. Be reliable
3. The company wants to sell everything.
4. In the morning and afternoon
5. The amount of the senior discount
6. Pizza Fresca is now open for business.
7. You can save money if you mention the ad.
8. Someone at the company will talk with you and give you advice about your basement if you buy a basement system.
9. a) a receptionist b) You don't need to answer phones or talk with patients.

**10. a) To provide medical information including medications, surgeries and medical problems b) The name of the person to be treated by the doctor and the date c) unusual bleeding d) sensitive to, or made sick by a medication**

## **Lesson 2: Interpreting emails (Student Handout, p. 5-8)**

### **Introduction**

1. Review the word “purpose” from Lesson 1. Write “main purpose” and “main idea” on the whiteboard. Let them know that these words have a meaning that is similar to “purpose.” Let them know that they will be reviewing emails to figure out the “main purpose” or “main idea.”
2. Introduce the concept of “tone.” The tone in an email indicates a particular feeling. Some examples of tone include joyful, happy, serious, sad, angry, formal, funny, playful, thankful and loving. A person’s tone in writing reflects their mood as they are writing. List some of these examples on the whiteboard and ask them what each means.
3. Write the word “phrase” on the whiteboard and let the students know that they will see this word when they complete the activity. Ask a volunteer to define “phrase”, i.e., words that communicate an idea (but do not usually form a complete sentence).

### **Activity**

Ask students to choose the best answer for each question about the emails. Review the correct answers.

#### **Key:**

##### **Email p. 5:**

- 1. To remind employees to close the windows before they leave.**
- 2. John**
- 3. To tell employees to close the windows because it costs a lot of money when they forget to close them when the air condition is on.**

##### **Email p. 6:**

- 1. Susan Smith**
- 2. To set up time to meet with her daughter’s teacher to pick up her school assignments.**
- 3. Five days**
- 4. She missed classes and doesn’t want to get behind in her studies.**

##### **Email p. 7:**

- 1. Not enough employees**
- 2. Mike Smith**
- 3. To request more employees to keep up with the work demand**

##### **Email p. 8:**

- 1.. What companies has Marcus worked for?**
- 2. Telling someone that you are happy because of his or her success or good luck**  
*(Note: Review the meaning of the word “phrase” as you discuss the answer to #3.)*

### EMAIL ACTIVITY:

Review the parts of an email with students:

- Sender
- Recipient
- Subject
- Date
- Main idea

Write a blank email template on the board or bring one up on the computer screen.

Place students into pairs or groups of 3. Each student should write an email to their partner addressing **one** of the following:

- Write an invitation to a birthday party
- Ask for information about the partner
- Give information about themselves
- Tell their partner what happened in class today
- Give information about a meeting date/time
- Inform their partner about a job opening

Students may choose from this list, or you may assign them a topic

After students have written their emails, have them share with the large group. Ask the group to identify the main purpose/main idea of each email.