

## CASAS Level C Practice Lessons – Tutor Guide

### **Note to Tutor:**

The format of the recently released 2019 CASAS tests is different from past CASAS assessments. 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.

**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      2d) B**

*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.

**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 4: Comparing Laundry Detergents****Key:**

4a) C      4b) C      4c) B

*Teaching notes:* Ask students to circle vocabulary words that they don’t know, e.g., hypoallergenic, preservative free, etc. Review the meanings of any new vocabulary words.

Discuss the difference between fact and opinion:

- Fact: a true piece of information that you can prove, e.g., Dogs have fur.
- Opinion: what you believe, think or feel about something, e.g., the dog’s fur is pretty.

If you would like to spend more time on fact vs. opinion, go to:

[http://www.teach-nology.com/worksheets/language\\_arts/factopin/factop1.html](http://www.teach-nology.com/worksheets/language_arts/factopin/factop1.html)

Ask students if they compare products when they shop for them. What types of products do they compare? Why is it important to compare products?

**CASAS Practice Question #5, 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) C    6c) D    6d) B    6e) 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
4. D *(Remind students about the difference between "Fact" and "Opinion" from Lesson 1, Q4)*

**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. B
2. C
3. A