

CASAS Level D 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: Evaluating and Analyzing Information (Student Handout, p. 1-11)

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.

In some cases, they will need to figure out the purpose of an article. 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 in 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 1-3: 10 Things You May Not Know About Martin Luther King Jr.

Key:

1a) D 1b) A 1c) B 1d) C 1e) B 1f) B

Teaching notes: In addition to highlighting the answers and reviewing new vocabulary, you can ask students to take turns reading the passage aloud. For Question 1d, you can find more information about "give us the ballot" here: <http://www.politicalmetaphors.com/2015/01/19/mlk-give-us-the-ballot-speech/>

For question 1e, you can talk about the meaning of imply and implication when reading:

- *Imply: to suggest something without stating it plainly*
- *Implication: something that is suggested without being said directly*

You can also ask students about their reaction to the ten surprising facts about Martin Luther King, Jr. Which fact surprised them the most? Why?

CASAS Practice Question #2, page 4: Contribution to the Economy of Turkey by Sector

Key:

2a) C 2b) B 2c) B 2d) A 2e) C

Q2 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. Walk through how to arrive at the correct answers in Questions 2b and 2c:

2b: Note that healthcare and education didn't grow at all but stayed the same at 17%. Agriculture dropped to 14% from 24% so that could convince the reader the agriculture is being replaced by other sectors. Manufacturing actually grew from 8% to 12%. The government sector declined from 12% to 9%.

2c: Note that healthcare stayed the same (17%), construction grew the most (by 7%), leisure and hospitality declined (by 3%) and manufacturing only grew by 4%.

Discuss what kinds of people would be interested in this type of information, e.g., government officials, business professionals or professors studying the economy of Turkey. Ask students why presenting the information in this format is helpful, e.g., easier to make comparisons between sectors.

CASAS Practice Question #3, page 5: Medical Marijuana: Pros and Cons

Key:

3a) C 3b) A 3c) C 3d) B

Teaching notes: For 3a, review the concept of "main purpose" presented earlier in the Tutor Guide as part of the Lesson 1 Introduction. In addition to highlighting the answers and reviewing new vocabulary, you can ask students to take turns reading the passage aloud. Discuss the article. The article references Schedule 1 of the Controlled Substances Act. Schedule 1 refers to drugs defined by the federal government with no currently accepted medical use and a high potential for abuse.

Ask who is a proponent and who is an opponent of medical marijuana and why.

Discuss the concept of "pros" and "cons", i.e., descriptions that provide the advantages and disadvantages of something. Ask the class to come up with other topics for which they can write down the pros and cons.

The statistic regarding medical marijuana legalization (33 of 50 states and DC) mentioned in the article is accurate as of January 2019.

CASAS Practice Question #4, page 6-8: Six Fruits Loaded With Sugar

Key:

4a) C 4b) B 4c) C 4d) B 4e) B 4f) C

Teaching notes: Ask students to circle vocabulary words that they don't know, e.g., sneakily, carbohydrates, ailments, etc. Review the meanings of any new vocabulary words. For 4b, review the concept of "main idea" presented earlier in the Tutor Guide as part of the Lesson 1 Introduction.

Ask students if they are careful about how much sugar, carbs and fructose they eat. What other foods contain a lot of carbs, sugar and fructose? Discuss ways that they watch their diets.

CASAS Practice Question #5, page 9: Duolingo**Key:**

5a) D 5b) C 5c) C

Q5 Teaching notes: Ask students to circle vocabulary words that they don't know. Review the meanings of any new vocabulary words, e.g., :

- *Platform* – a program or set of programs that controls the way a computer works and runs other programs
- *Proficiency* – how skilled or good someone is at something
- *Premium* – higher level of services

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

Discuss what apps students use. Why do they use them? Are they easy to learn?

CASAS Practice Question #6, page 10-11: Evaluating Survey Results (Johnson Auto Repair)**Key:**

6a) D 6b) D 6c) C 6d) B 6e) A 6f) A

Teaching notes: Ask students to circle words or phrases that they don't know.

Review vocabulary, e.g., scale: *a range of numbers that is used to show the size, strength, or quality of something*. Discuss the word *tone* used in 6c: *someone's state of mind or mood*. Ask students if they have ever completed a survey before. What was the experience like? Ask students to describe the types of questions that they have seen on surveys. Ask students whether they think surveys are useful and why.

Discuss the four quotes and their authors that are found in Practice Question 6e:

- "You buy cheaply, you pay dearly."* (French Proverb): Ask what a proverb is (popular saying). This proverb best describes the meaning of "you get what you pay for", i.e., the price of something can often equal its quality and many times lower priced items may not be high quality.
- "Excellence is to do a common thing in an uncommon way."* (Booker T. Washington): This quote means that to be excellent all you have to do is do what everyone else does, but you have to do it in a different, better, unique way. Ask who Booker T. Washington was, i.e., he was born a slave but became educated and founded a college in Tuskegee, Alabama (1856-1915).
- "Some people want it to happen. Some wish it would happen. Others make it happen."* (Michael Jordan): This quote means that in order to make things happen, you have to be an action taker. Many people think about doing things, other people talk about doing things and some people actually do things. They take action. Ask who Michael Jordan is, i.e., an American former professional basketball player and the principal owner of the Charlotte Hornets of the National Basketball Association (NBA). He played 15 seasons in the NBA, winning six championships with the Chicago Bulls.

- D. *“There are no traffic jams along the extra mile.”* (Roger Staubach): This quote is describing when you “go above and beyond” (found on the survey). It implies that there are few who are willing to do more than is expected. Ask who Roger Staubach is, i.e., a Hall-of-Fame football player and former quarterback for the Dallas Cowboys.

Lesson 2: Interpreting emails (Student Handout, p. 12-17)

Introduction

Tell students that they will be reading various emails including ones requiring them to figure out the purpose of the emails. Review “purpose”, “main purpose” and “main idea” from Lesson 1. Ask students to look at the questions on each page of their student handout and choose the best answers.

Key:

Email p. 12:

1. C
2. A
3. C (*Discuss each of the possible answers and refer back to the email to show the problem and solution*)

Email p. 13:

1. C
2. D
3. A (*Review the concept of “tone”= the writer’s state of mind or mood*)

Email p. 14-15:

1. B
2. D (*Define logo and discuss examples: a symbol that is used to identify a company and that appears on its products, e.g., Target, McDonald’s, Coke, etc.*)
3. A
4. A
5. D (*Ask for examples of perishable foods, e.g., milk, eggs, fresh fruit, meat, etc. and nonperishable foods, e.g., peanut butter, canned foods, etc.*)

Email p. 16-17:

1. B
2. A
3. D (*Review the difference between fact and opinion found in Lesson 1*)
4. D
5. B
6. B

For More Practice

Below is a list of reading comprehension questions that you can use to give your students additional practice to support reading comprehension and CASAS test taking.

For excellent articles to read in class, go to <https://www.readworks.org/>

You can sign up for a free account that will give you access to articles on a variety of topics. You can choose the appropriate level of difficulty based on the needs of your students.

- 1) What is the main reason for, the main purpose, the main idea?
- 2) Which statement best summarizes this sentence / chapter / paragraph?
- 3) The author uses the word _____ to give a feeling of_____.
- 4) What information is not included in this paragraph / sentence / chapter?
- 5) In this paragraph, the word _____ means the same as _____?
- 6) Which word best matches the meaning of _____?
- 7) Which word would best replace _____?
- 8) Which word is the best substitute for _____?
- 9) Which word could replace _____ without changing the meaning of the sentence?
- 10) In this chapter / sentence / paragraph, the author implies that _____?
- 11) What is the author's tone in this chapter / sentence / paragraph?
- 12) Which statement best summarizes this chapter / sentence / paragraph?
- 13) What can you conclude about the author's attitude toward_____?
- 14) Which of the following statements is *most likely* true?
- 15) Readers of this paragraph / chapter could draw the conclusion that_____?