

RLA Foundation: Beginner Level

Building Essential Reading & Writing Skills for Adult Learners



A Step-by-Step Workbook to Mastering RLA Concepts

Dr. Audrey Artis, Ed.D.



© 2026 Dr. Audrey Artis. All rights reserved.

No part of this publication may be reproduced, distributed, transmitted, stored in a retrieval system, or shared in any form or by any means—including photocopying, scanning, recording, or digital uploading—without the prior written permission of Dr. Audrey Artis.

This curriculum is licensed exclusively for use by the purchasing individual, program, or organization. Unauthorized copying, sharing, or distribution is strictly prohibited and subject to legal action.

Table of Contents

Beginner Level

Chapter 1 — Understanding Sentences

- What is a sentence
- Subjects and predicates
- Simple sentence structure
- Capitalization and ending punctuation

Chapter 2 — Building Vocabulary

- Sight words
- Context clues
- Synonyms & antonyms
- Word families

Chapter 3 — Reading Short Paragraphs

- Main idea
- Supporting details
- Topic sentences
- Identifying facts vs. opinions

Chapter 4 — Basic Comprehension Skills

- Who / What / When / Where
- Sequencing events
- Finding key information
- Understanding simple instructions

Chapter 5 — Grammar Essentials

- Nouns, verbs, adjectives
- Simple verb tense
- Common grammar mistakes

Chapter 6 — Writing Basics

- Writing complete sentences

- Combining short ideas
- Writing short responses
- Editing for clarity

Chapter 7 — Real-World Reading

- Forms
- Labels
- Schedules
- Everyday instructions

Chapter 8 — Beginner RLA Practice Tests

Chapter 1: Understanding Sentences

Concept Explanation

Understanding sentences is the foundation of reading and writing. A sentence expresses a complete thought and helps readers make sense of information. This chapter introduces sentence structure, capitalization, punctuation, and the basic parts of a sentence so learners can build strong reading comprehension and writing skills.

Key Sentence Concepts

What Is a Sentence?

A **sentence** is a group of words that expresses a complete idea. A complete sentence must have:

- a **subject** (who or what the sentence is about)
- a **predicate** (what the subject is doing)

Example: *Maria reads every morning.*

- Subject: *Maria*
- Predicate: *reads every morning*

A group of words without a complete thought is **not** a sentence.

Subjects and Predicates

Every sentence has two main parts:

- **Subject** → the person, place, thing, or idea
- **Predicate** → the action or description

Example: *The students* (subject) *are studying for the test* (predicate).

Try identifying the subject and predicate in simple sentences to build confidence.

Capitalization and Punctuation

Every sentence must:

- **Begin with a capital letter**
- **End with punctuation**
 - Period (.)
 - Question mark (?)
 - Exclamation point (!)

Example: Incorrect: *the bus is late* Correct: *The bus is late.*

Types of Simple Sentences

Beginner readers should recognize three basic sentence types:

- **Statement** → gives information *The class starts at 9 a.m.*
- **Question** → asks something *What time is the meeting?*
- **Command** → tells someone to do something *Please close the door.*

Example (Real-World Context)

You receive a text message from your supervisor:

"Please arrive by 8:30 tomorrow."

Understanding the sentence helps you know:

- what to do (arrive)
- when to do it (by 8:30)

Sentence comprehension is essential for workplace communication.

Practice Exercises

Identify the complete sentence:

1. a) *Running down the street* b) *The children are running down the street.*
2. a) *The bus arrived late.* b) *Arrived late.*
3. a) *My friend cooks dinner every night.* b) *Cooks dinner every night.*

Add the correct punctuation:

4. The store opens at 10
5. Are you coming to class
6. Watch your step

Fix the capitalization:

7. *the teacher is speaking.*
8. *my name is carlos.*
9. *we live in maryland.*

Identify the subject and predicate:

10. *The dog barked loudly.*
11. *My sister works at the hospital.*
12. *The students read their books.*

Real-World Applications

Reading and writing complete sentences helps adults:

- understand workplace emails
- follow instructions
- complete forms
- communicate clearly
- read signs, schedules, and directions

Example: A job application says: "*Bring two forms of ID to your interview.*" Understanding this sentence ensures you arrive prepared.

Practice: Real-World Sentences

Read each real-world sentence below. Then answer the question that follows.

1. "*Submit your timesheet by Friday at noon.*" **What must you do?** a) Call your supervisor b) Turn in your timesheet c) Take the day off d) Schedule a meeting
2. "*Do not enter without safety goggles.*" **What is required before entering?** a) A badge b) Safety goggles c) A supervisor d) Gloves
3. "*Your appointment is scheduled for July 8 at 10:00 a.m.*" **What is the appointment time?** a) July 8 at 9:00 a.m. b) July 8 at 10:00 a.m. c) July 10 at 8:00 a.m. d) July 18 at 10:00 a.m.
4. "*Please sign and return this form.*" **What action must you take?** a) Read the form only b) Throw the form away c) Sign and return the form d) Make a copy of the form

5. “*The last bus leaves at 11:15 p.m.*” **What time does the final bus depart?**
a) 10:15 p.m. b) 11:00 p.m. c) 11:15 p.m. d) 12:15 a.m.

GED/HiSET-Style Quiz

Multiple-Choice Questions

1. Which of the following is a complete sentence? a) *Went to the store.* b) *The store was closed.* c) *Because the store was closed.* d) *After the store closed.*
2. Which sentence is capitalized correctly? a) *the bus is here.* b) *The bus is here.* c) *The Bus Is Here.* d) *the Bus is Here.*
3. Which punctuation mark correctly ends a question? a) . b) ! c) ? d) ,
4. In the sentence “*Maria writes every day,*” what is the subject? a) writes b) every c) day d) Maria
5. Which sentence is a command? a) *Where are you going* b) *Please turn off the lights* c) *The lights are off* d) *The lights turned off suddenly*

Chapter 1 — Answer Key: Understanding Sentences

Identify the Complete Sentence

1. **b)** The children are running down the street.
2. **a)** The bus arrived late.
3. **a)** My friend cooks dinner every night.

Add the Correct Punctuation

4. **The store opens at 10.**
5. **Are you coming to class?**
6. **Watch your step!** (*Acceptable: "Watch your step."*)

Fix the Capitalization

7. **The teacher is speaking.**
8. **My name is Carlos.**
9. **We live in Maryland.**

Identify the Subject and Predicate

10. **Subject:** The dog **Predicate:** barked loudly.
11. **Subject:** My sister **Predicate:** works at the hospital.
12. **Subject:** The students **Predicate:** read their books.

Real-World Practice — Answer Key

1. **b)** Turn in your timesheet
2. **b)** Safety goggles
3. **b)** July 8 at 10:00 a.m.
4. **c)** Sign and return the form
5. **c)** 11:15 p.m.

GED/HiSET-Style Quiz — Answer Key

1. **b)** The store was closed.
2. **b)** The bus is here.
3. **c)** ?
4. **d)** Maria
5. **b)** Please turn off the lights

Chapter 2: Building Vocabulary

Concept Explanation

A strong vocabulary helps readers understand what they read and communicate clearly. This chapter introduces four essential skills: sight words, context clues, synonyms and antonyms, and word families. These tools help adult learners decode unfamiliar words, improve comprehension, and build confidence in reading and writing.

Key Vocabulary Concepts

1. Sight Words

Sight words are common words that readers should recognize instantly without sounding them out. Examples: *the, and, is, you, said, was, they, have*

Recognizing sight words quickly helps readers focus on understanding the meaning of a sentence.

Example: Sentence: *They are going to the store.* Sight words: **they, are, to, the**

2. Context Clues

Context clues are hints in a sentence that help readers figure out the meaning of an unfamiliar word.

Types of context clues:

- **Definition clues** – the word is explained
- **Example clues** – examples help define the word
- **Restatement clues** – the sentence says the meaning in another way
- **Contrast clues** – the sentence shows the opposite meaning

Example: *The water was **murky**, meaning it was dirty and hard to see through.*
Context clue: *meaning it was dirty and hard to see through*

3. Synonyms & Antonyms

- **Synonyms** = words with similar meanings Example: *big / large, happy / joyful*
- **Antonyms** = words with opposite meanings Example: *hot / cold, easy / hard*

Knowing synonyms and antonyms helps readers understand word meaning and choose better words when writing.

4. Word Families

Word families are groups of words that share the same base or root word.

Example: Root word: *help* Word family: *help, helps, helped, helping, helpful*

Understanding word families helps readers recognize patterns and understand new words more easily.

Practice Exercises

Sight Words Practice

Circle or underline the sight word in each sentence.

1. *She is going home now.*
2. *They have two children.*
3. *The bus was late today.*
4. *You are doing great.*
5. *We were at the park.*

Context Clues Practice

Use the context clues to choose the correct meaning.

6. *The room was **silent**, so no one was talking.* Silent means: a) loud b) quiet c) messy d) bright
7. *He felt **weary** after working a long shift.* Weary means: a) excited b) tired c) hungry d) confused
8. *The soup was **scalding**, and it burned my tongue.* Scalding means: a) cold b) warm c) very hot d) sweet

Synonyms & Antonyms Practice

Choose the correct synonym or antonym.

9. Synonym for **happy**: a) sad b) joyful c) angry d) tired
10. Antonym for **cold**: a) warm b) wet c) slow d) soft
11. Synonym for **begin**: a) stop b) start c) wait d) finish

12. Antonym for **easy**: a) simple b) quick c) hard d) fun

Word Families Practice

Choose the word that belongs to the same word family.

13. Root word: *play* a) played b) place c) plan d) plate

14. Root word: *care* a) careful b) car c) carpet d) carry

15. Root word: *work* a) worker b) world c) worry d) worth

Real-World Applications

Vocabulary skills help adults:

- understand workplace instructions
- read emails and messages
- follow safety signs
- complete forms
- understand job descriptions
- communicate clearly with supervisors and coworkers

Example: A workplace sign says: “*Wear protective gear at all times.*” Using context clues, readers understand that **protective gear** means equipment that keeps you safe.

Real-World Applications Practice

Read each real-world sentence and answer the question.

16. “*Submit your timesheet by Friday at noon.*” What must you do? a) Call your supervisor b) Turn in your timesheet c) Take the day off d) Schedule a meeting
17. “*Do not enter without safety goggles.*” What is required before entering? a) A badge b) Safety goggles c) A supervisor d) Gloves
18. “*Your appointment is scheduled for July 8 at 10:00 a.m.*” What is the appointment time? a) July 8 at 9:00 a.m. b) July 8 at 10:00 a.m. c) July 10 at 8:00 a.m. d) July 18 at 10:00 a.m.
19. “*Please sign and return this form.*” What action must you take? a) Read the form only b) Throw the form away c) Sign and return the form d) Make a copy of the form

20. “*The last bus leaves at 11:15 p.m.*” What time does the final bus depart? a) 10:15 p.m. b) 11:00 p.m. c) 11:15 p.m. d) 12:15 a.m.

GED/HiSET-Style Quiz

21. Which word is a sight word? a) quickly b) the c) mountain d) picture
22. What does **fragile** mean in this sentence? “*Handle the box carefully because it is fragile.*” a) heavy b) expensive c) easy to break d) large
23. Which word is a synonym for **begin**? a) stop b) start c) wait d) finish
24. Which word is an antonym for **easy**? a) simple b) quick c) hard d) fun
25. Which word belongs to the *work* word family? a) worker b) world c) worry d) worth

Chapter 2 — Answer Key: Building Vocabulary

Sight Words Practice

1. **is**
2. **have**
3. **The / was** (*both are sight words*)
4. **You / are**
5. **We / were**

Context Clues Practice

6. **b)** quiet
7. **b)** tired
8. **c)** very hot

Synonyms & Antonyms Practice

9. **b)** joyful (*synonym for happy*)
10. **a)** warm (*antonym for cold*)
11. **b)** start (*synonym for begin*)
12. **c)** hard (*antonym for easy*)

Word Families Practice

13. **a)** played (*same root: play*)
14. **a)** careful (*same root: care*)
15. **a)** worker (*same root: work*)

Real-World Applications Practice — Answer Key

16. **b)** Turn in your timesheet
17. **b)** Safety goggles
18. **b)** July 8 at 10:00 a.m.
19. **c)** Sign and return the form
20. **c)** 11:15 p.m.

GED/HiSET-Style Quiz — Answer Key

21. **b)** the (*sight word*)
22. **c)** easy to break (*meaning of fragile*)

- 23.**b)** start (*synonym for begin*)
24.**c)** hard (*antonym for easy*)
25.**a)** worker (*same word family as work*)

Chapter 3: Reading Short Paragraphs

Concept Explanation

Reading short paragraphs is an essential skill for understanding longer texts. A paragraph usually focuses on one main idea and includes supporting details that explain or describe that idea. In this chapter, learners will practice identifying the main idea, supporting details, topic sentences, and distinguishing facts from opinions—skills needed for strong reading comprehension.

Key Reading Concepts

1. Main Idea

The **main idea** is the most important point the paragraph is about. It answers the question: “**What is this paragraph mostly about?**”

Example: *Many people enjoy walking in the park because it helps them relax and get fresh air.* Main idea: **Walking in the park helps people relax.**

2. Supporting Details

Supporting details give more information about the main idea. They answer: **Who? What? When? Where? Why? How?**

Example: Main idea: *Walking in the park helps people relax.* Supporting details:

- People enjoy the fresh air.
- Walking reduces stress.
- The park is peaceful.

3. Topic Sentences

A **topic sentence** is usually the first sentence in a paragraph. It introduces the main idea.

Example: *Reading every day can improve your vocabulary.* This sentence tells the reader what the paragraph will be about.

4. Facts vs. Opinions

- A **fact** is true and can be proven. Example: *The library opens at 9 a.m.*

- An **opinion** is what someone thinks or feels. Example: *The library is the best place to study.*

Readers must be able to tell the difference.

Practice Exercises

Main Idea Practice

Read each short paragraph and choose the main idea.

1. *Maria wakes up early every morning to exercise. She says it gives her more energy for the day. She enjoys walking and stretching before work.* What is the main idea? a) Maria likes to sleep late b) Maria exercises every morning c) Maria works at a gym d) Maria stretches at night
2. *The new community center offers many classes. Adults can take computer lessons, fitness classes, and cooking workshops. The center is open every day.* What is the main idea? a) The center is open every day b) Adults can take cooking classes c) The community center offers many classes d) Fitness classes are popular

Supporting Details Practice

Choose the detail that supports the main idea.

3. Main idea: *Drinking water is important for your health.* Which detail supports it? a) Water bottles come in many colors b) Drinking water helps your body stay hydrated c) Some people prefer juice d) Water is sold in stores
4. Main idea: *Learning English can help you at work.* Which detail supports it? a) English is spoken in many countries b) Many jobs require good communication skills c) Some people speak two languages d) English classes are offered online

Topic Sentence Practice

Choose the best topic sentence for the paragraph.

5. Paragraph: *They grow tomatoes, peppers, and herbs. They water the plants every day and enjoy cooking with fresh vegetables.* a) Many people like to

- eat vegetables b) Gardening is a fun activity for families c) They enjoy growing their own food d) Vegetables need sunlight
6. Paragraph: *The bus arrives every 20 minutes. It stops at the library, the grocery store, and the community center.* a) The bus route has several stops b) The grocery store is busy c) Many people ride the bus d) The library is open late

Facts vs. Opinions Practice

Identify whether the sentence is a **fact** or an **opinion**.

7. *The class starts at 6:00 p.m.*
8. *This is the best class I have ever taken.*
9. *The building has three floors.*
10. *The third floor is the nicest one.*

Real-World Applications

Reading short paragraphs helps adults:

- understand workplace memos
- read instructions
- follow announcements
- understand emails
- read community notices
- make informed decisions

Example: A workplace memo says: *"All employees must attend the safety meeting on Thursday at 2 p.m. The meeting will cover new procedures for handling equipment."*

Understanding the main idea helps workers know **what is required** and **why it matters**.

Real-World Applications Practice

Read each real-world paragraph and answer the question.

11. *The clinic will be closed on Monday for a holiday. It will reopen on Tuesday at 8 a.m. Patients who need urgent care should visit the emergency room.*
What is the main idea? a) The clinic opens at 8 a.m. b) The clinic will be

- closed on Monday c) Patients should visit the emergency room d) Monday is a holiday
12. *Your training session will last two hours. You will learn how to use the new computer system and complete online forms. Please arrive 10 minutes early.* What is the topic sentence? a) Please arrive 10 minutes early b) You will learn how to use the new system c) Your training session will last two hours d) Online forms are important
13. *The bus is often crowded in the morning. Many people ride it to work or school. It is less crowded in the afternoon.* Which detail supports the main idea? a) The bus is less crowded in the afternoon b) Many people ride it to work or school c) The bus is blue d) The bus stops at the mall
14. *The store will offer discounts this weekend. Customers can save money on clothing, shoes, and home items. Many people look forward to the sale every year.* Is this a fact or an opinion: “*Many people look forward to the sale every year.*” a) Fact b) Opinion

GED/HiSET-Style Quiz

15. What is the main idea of this paragraph? *Walking every day can improve your health. It helps your heart, strengthens your muscles, and reduces stress.* a) Walking reduces stress b) Walking improves your health c) Muscles need exercise d) Stress is harmful
16. Which sentence is a **supporting detail**? a) Reading helps you learn new words b) Reading is important c) Reading is fun d) Reading is my favorite hobby
17. Which sentence is a **topic sentence**? a) The class meets twice a week b) Students complete homework online c) The English class helps students improve their writing d) Many students enjoy the class
18. Which is a **fact**? a) The new policy is confusing b) The meeting starts at 3 p.m. c) This is the best meeting ever d) The meeting is too long
19. Which is an **opinion**? a) The office closes at 5 p.m. b) The office has 12 employees c) The office is too small d) The office is on Main Street

Chapter 3 — Answer Key: Reading Short Paragraphs

Main Idea Practice

1. **b)** Maria exercises every morning.
2. **c)** The community center offers many classes.

Supporting Details Practice

3. **b)** Drinking water helps your body stay hydrated.
4. **b)** Many jobs require good communication skills.

Topic Sentence Practice

5. **c)** They enjoy growing their own food.
6. **a)** The bus route has several stops.

Facts vs. Opinions Practice

7. **Fact**
8. **Opinion**
9. **Fact**
10. **Opinion**

Real-World Applications Practice

11. **b)** The clinic will be closed on Monday.
12. **c)** Your training session will last two hours.
13. **b)** Many people ride it to work or school.
14. **b)** Opinion

GED/HiSET-Style Quiz

15. **b)** Walking improves your health.
16. **a)** Reading helps you learn new words.
17. **c)** The English class helps students improve their writing.
18. **b)** The meeting starts at 3 p.m.
19. **c)** The office is too small.

Chapter 4: Basic Comprehension Skills

Concept Explanation

Basic comprehension skills help readers understand short texts, instructions, and everyday written information. In this chapter, learners practice identifying **who, what, when, and where**, sequencing events, finding key information, and understanding simple instructions. These skills are essential for reading success at work, at home, and in the community.

Key Comprehension Concepts

1. Who / What / When / Where

These four questions help readers understand the most important information in a sentence or paragraph.

- **Who** – the person or people
- **What** – the action or event
- **When** – the time
- **Where** – the place

Example: *Maria starts her new job on Monday at the hospital.*

- Who: **Maria**
- What: **starts her new job**
- When: **Monday**
- Where: **the hospital**

2. Sequencing Events

Sequencing means putting events in the correct order. Look for clue words:

- first
- next
- then
- after
- finally

Example: *First, he clocked in. Then he checked his schedule. Finally, he started his shift.*

3. Finding Key Information

Key information is the most important detail the reader needs to understand the message.

Readers should look for:

- names
- dates
- times
- places
- actions
- instructions

Example: *The meeting will be held on Tuesday at 3 p.m. in Room 204.* Key information: **Tuesday, 3 p.m., Room 204**

4. Understanding Simple Instructions

Instructions tell the reader what to do. They often begin with action words:

- sign
- return
- bring
- complete
- follow
- wait
- call

Example: *"Please complete the form and return it to the front desk."* Instruction: **Complete the form and return it.**

Practice Exercises

Who / What / When / Where Practice

1. *Jamal starts his shift at 7 a.m. at the warehouse.* Who is the sentence about?
a) Jamal b) the shift c) the warehouse d) 7 a.m.
2. *The class meets on Wednesday at the community center.* Where does the class meet?
a) Wednesday b) the class c) the community center d) the teacher

3. *Maria will visit her sister on Saturday.* When will she visit? a) today b) Saturday c) Monday d) next week
4. *The bus arrives at 6:30 a.m. at the main station.* What time does the bus arrive? a) 5:30 a.m. b) 6:30 a.m. c) 7:00 a.m. d) 8:00 a.m.
5. *Mr. Lopez teaches math in Room 12.* What does Mr. Lopez teach? a) science b) reading c) math d) writing

Sequencing Events Practice

6. *He packed his lunch, drove to work, and clocked in.* What happened first? a) drove to work b) packed his lunch c) clocked in d) ate breakfast
7. *First, she checked her email. Then she called her supervisor.* What happened second? a) checked her email b) called her supervisor c) left work d) wrote a report
8. *She washed the dishes, dried them, and put them away.* What happened last? a) washed the dishes b) dried them c) put them away d) bought new dishes
9. *After the meeting, he wrote a report. Then he sent the report to his manager.* What happened first? a) wrote a report b) sent the report c) had lunch d) left work
10. *First, the students lined up. Next, they walked to the library. Finally, they checked out books.* What happened second? a) lined up b) walked to the library c) checked out books d) returned to class

Finding Key Information Practice

11. *The workshop will be held on Friday at 10 a.m.* What is the key time? a) Friday b) 10 a.m. c) workshop d) held
12. *The doctor will see you in Room 12.* Where will the doctor see you? a) Room 12 b) the hallway c) the lobby d) the office
13. *Your appointment is on March 15 at 2 p.m.* What is the date? a) March 10 b) March 15 c) March 20 d) April 15
14. *The meeting will last one hour.* What is the key information? a) one hour b) meeting c) last d) today
15. *The class will meet in Building A, Room 204.* Where is the class? a) Building B b) Room 204 c) the cafeteria d) the office

Understanding Simple Instructions Practice

16. *"Please sign your name at the bottom of the form."* What should you do? a) read the form b) sign your name c) return the form d) write a letter

17. *"Bring your ID to the appointment."* What is required? a) money b) a friend c) your ID d) a phone
18. *"Wait here until your name is called."* What should you do? a) leave b) call someone c) wait d) walk around
19. *"Complete the training by Friday."* What must you do? a) start training b) complete training c) call your supervisor d) take a test
20. *"Return the keys to the front desk."* What should you do? a) keep the keys b) return the keys c) make a copy d) leave them on a table

Real-World Applications

Basic comprehension skills help adults:

- read workplace memos
- follow instructions on forms
- understand schedules
- read appointment reminders
- follow safety signs
- understand emails and text messages

Example: A workplace message says: *"The training will begin at 9 a.m. in Conference Room B. Please arrive 10 minutes early."*

Understanding the **who, what, when, and where** helps employees arrive prepared.

Real-World Applications Practice

21. *The food pantry will be open from 10 a.m. to 2 p.m. on Saturday. Volunteers should arrive at 9:30 a.m.* When should volunteers arrive? a) 10 a.m. b) 2 p.m. c) 9:30 a.m. d) Saturday
22. *Your appointment has been rescheduled to Thursday at 4 p.m. Please bring your insurance card.* What must you bring? a) money b) insurance card c) a friend d) your phone
23. *The bus will stop at the library, the mall, and the train station.* Where will the bus stop? a) the library b) the airport c) the school d) the hospital
24. *Before entering the building, all visitors must sign in at the front desk.* What must visitors do first? a) enter the building b) sign in c) call security d) wait outside
25. *The office will close early at 1 p.m. today due to maintenance.* What time will the office close? a) 12 p.m. b) 1 p.m. c) 3 p.m. d) 5 p.m.

GED/HiSET-Style Quiz

26. What is the **key information** in this sentence? “*The meeting will begin at 2 p.m. in Room 105.*” a) Room 105 b) 2 p.m. c) the meeting d) both a and b
27. Which event happened **first**? *She washed the dishes, dried them, and put them away.* a) dried them b) washed the dishes c) put them away d) bought new dishes
28. What does this instruction tell you to do? “*Return the completed form to the office.*” a) complete the form b) return the form c) call the office d) throw the form away
29. Who is this sentence about? “*Mr. Lopez will teach the class today.*” a) the class b) today c) Mr. Lopez d) the school
30. Where is the event taking place? “*The job fair will be held at the community center.*” a) the school b) the community center c) the office d) the library

Chapter 4 — Answer Key: Basic Comprehension Skills

Who / What / When / Where Practice

1. **a)** Jamal
2. **c)** the community center
3. **b)** Saturday
4. **b)** 6:30 a.m.
5. **c)** math

Sequencing Events Practice

6. **b)** packed his lunch
7. **b)** called her supervisor
8. **c)** put them away
9. **a)** wrote a report
10. **b)** walked to the library

Finding Key Information Practice

11. **b)** 10 a.m.
12. **a)** Room 12
13. **b)** March 15
14. **a)** one hour
15. **b)** Room 204

Understanding Simple Instructions Practice

16. **b)** sign your name
17. **c)** your ID
18. **c)** wait
19. **b)** complete training
20. **b)** return the keys

Real-World Applications Practice

21. **c)** 9:30 a.m.
22. **b)** insurance card
23. **a)** the library
24. **b)** sign in
25. **b)** 1 p.m.

GED/HiSET-Style Quiz

26. **d)** both a and b
27. **b)** washed the dishes

- 28. **b)** return the form
- 29. **c)** Mr. Lopez
- 30. **b)** the community center

Chapter 5: Grammar Essentials

Concept Explanation

Grammar helps readers and writers understand how words work together in sentences. In this chapter, learners review **nouns, verbs, and adjectives**, practice **simple verb tense**, and learn how to avoid **common grammar mistakes**. These skills help adults communicate clearly at work, in school, and in everyday life.

Key Grammar Concepts

1. Nouns, Verbs, and Adjectives

- **Nouns** name a person, place, thing, or idea. Examples: *teacher, store, phone, happiness*
- **Verbs** show action or a state of being. Examples: *run, read, is, are*
- **Adjectives** describe nouns. Examples: *blue, tall, busy, new*

Example Sentence: *The **busy** teacher (noun) **explains** (verb) the lesson.*

2. Simple Verb Tense

Verb tense shows **when** an action happens.

- **Present tense** – happening now *I walk.*
- **Past tense** – already happened *I walked.*
- **Future tense** – will happen *I will walk.*

Example: *She works today. (present) She worked yesterday. (past) She will work tomorrow. (future)*

3. Common Grammar Mistakes

Common errors include:

- **subject–verb agreement** *Incorrect: They is working. Correct: They are working.*
- **run-on sentences** *Incorrect: I went to work I was late. Correct: I went to work, but I was late.*

- **sentence fragments** *Incorrect: Because I was tired. Correct: I went to bed early because I was tired.*
- **verb tense confusion** *Incorrect: She go to work yesterday. Correct: She went to work yesterday.*

Practice Exercises

Nouns, Verbs, and Adjectives Practice

Identify the **bold** word.

1. The **dog** barked loudly.
2. She **runs** every morning.
3. The **blue** car is parked outside.
4. The **teacher** helped the student.
5. He bought a **new** phone.

Simple Verb Tense Practice

Choose the correct verb tense.

6. She (**works** / **worked** / **will work**) tomorrow.
7. They (**walk** / **walked** / **will walk**) to the store yesterday.
8. I (**eat** / **ate** / **will eat**) lunch right now.
9. He (**calls** / **called** / **will call**) his friend later.
10. We (**study** / **studied** / **will study**) for the test last night.

Common Grammar Mistakes Practice

Choose the correct sentence.

11. a) She go to class every day. b) She goes to class every day.
12. a) I was tired I went to sleep. b) I was tired, so I went to sleep.
13. a) They is working today. b) They are working today.
14. a) Because it was raining. b) We stayed inside because it was raining.
15. a) He will went to the meeting. b) He will go to the meeting.

Real-World Applications

Grammar skills help adults:

- write clear emails
- fill out forms correctly
- understand workplace instructions
- communicate with supervisors
- write simple reports
- avoid misunderstandings

Example: A workplace message says: *"Please submit the completed form by Friday."* Understanding nouns, verbs, and tense helps the reader know **what** to do and **when** to do it.

Real-World Applications Practice

16. Please **sign** your name on the line. What part of speech is **sign**?
17. The **busy** office needs more staff. What does **busy** describe?
18. She **worked** late yesterday. What tense is **worked**?
19. He will **call** you tomorrow. What tense is **will call**?
20. Incorrect: *They was late.* What is the correct sentence?

GED/HiSET-Style Quiz

21. Which word is a noun?
22. Which sentence is written in past tense?
23. Which sentence is correct?
24. Which word is an adjective?
25. Which sentence uses future tense?

Chapter 5 — Answer Key: Grammar Essentials

Nouns, Verbs, and Adjectives Practice

1. **noun** (dog)
2. **verb** (runs)
3. **adjective** (blue)
4. **noun** (teacher)
5. **adjective** (new)

Simple Verb Tense Practice

6. **will work** (future)
7. **walked** (past)
8. **eat** (present)
9. **will call** (future)
10. **studied** (past)

Common Grammar Mistakes Practice

11. **b)** She goes to class every day.
12. **b)** I was tired, so I went to sleep.
13. **b)** They are working today.
14. **b)** We stayed inside because it was raining.
15. **b)** He will go to the meeting.

Real-World Applications Practice

16. **verb** (sign)
17. **a noun** (busy describes “office”)
18. **past tense** (worked)
19. **future tense** (will call)
20. **a)** They were late.

GED/HiSET-Style Quiz

21. **c)** teacher
22. **b)** I walked to work.
23. **b)** She is cooking dinner.
24. **b)** tall
25. **c)** They will work tomorrow.

Chapter 6: Writing Basics

Concept Explanation

Writing is a core skill for communication at work, in school, and in everyday life. This chapter teaches learners how to write **complete sentences**, **combine short ideas**, create **short written responses**, and **edit for clarity**. These skills help adults express themselves clearly and confidently.

Key Writing Concepts

1. Writing Complete Sentences

A complete sentence must have:

- a **subject** (who or what the sentence is about)
- a **predicate** (what the subject does)
- a **complete thought**

Examples: ✓ *The student finished the assignment.* ✗ *Finished the assignment.*
(missing subject)

2. Combining Short Ideas

Short, choppy sentences can be combined to make writing smoother.

Ways to combine ideas:

- **Using “and,” “but,” or “so”**
- **Using commas**
- **Using connecting phrases** (for example, “after that,” “because,” “then”)

Example: Choppy: *I went to class. I took notes.* Combined: *I went to class, and I took notes.*

3. Writing Short Responses

Short responses answer a question clearly and directly.

A strong short response:

- restates the question

- gives a clear answer
- includes one supporting detail or example

Example: Question: *Why is it important to arrive on time?* Response: *It is important to arrive on time because it shows responsibility.*

4. Editing for Clarity

Editing means improving writing so it is clear and easy to understand.

Writers check for:

- missing words
- confusing sentences
- grammar mistakes
- repeated ideas
- unclear meaning

Example: Unclear: *Went store got food.* Clear: *I went to the store and bought food.*

Practice Exercises

Writing Complete Sentences Practice

1. Fix the fragment: *Working late tonight.*
2. Fix the fragment: *Because the bus was late.*
3. Turn this into a complete sentence: *The students in the hallway*
4. Identify if this is complete or incomplete: *She finished her work.*
5. Identify if this is complete or incomplete: *Before the meeting started*

Combining Short Ideas Practice

Combine each pair into **one clear sentence**.

6. *I cleaned the kitchen. I washed the dishes.*
7. *She was tired. She finished her homework.*
8. *The weather was bad. We stayed inside.*
9. *He likes coffee. He does not like tea.*
10. *I read the email. I replied right away.*

Writing Short Responses Practice

Answer each question in **one or two complete sentences**.

11. Why is it important to follow instructions at work?
12. What is one goal you have this year?
13. Why do people take classes at a community center?
14. What is one thing that helps you stay organized?
15. Why is writing clearly important?

Editing for Clarity Practice

Rewrite each sentence so it is clear and correct.

16. *She go work yesterday.*
17. *I late because traffic.*
18. *The form need sign.*
19. *He working today he busy.*
20. *Went to store bought food.*

Real-World Applications

Writing skills help adults:

- complete forms
- write emails
- send messages to supervisors
- explain problems clearly
- write short reports
- communicate professionally

Example: A workplace email says: *"Please explain why you missed your shift yesterday."* A clear response helps avoid confusion and shows professionalism.

Real-World Applications Practice

21. Write a complete sentence explaining why you missed a meeting.
22. Combine these ideas into one sentence: *The computer froze. I restarted it.*
23. Edit for clarity: *Need help with schedule.*
24. Write a short response: *Why is safety training important?*
25. Fix the sentence: *He late work today.*

GED/HiSET-Style Quiz

26. Which is a complete sentence? a) *Because I was tired* b) *Went to the store* c) *The meeting starts at 3 p.m.* d) *Before the class*
27. Which sentence combines ideas correctly? a) *I was hungry I ate lunch.* b) *I was hungry, so I ate lunch.* c) *I was hungry eating lunch.* d) *Hungry I ate lunch.*
28. Which short response is strongest? a) *Because I said so.* b) *It is important.* c) *It is important to study because it helps you learn.* d) *Study good.*
29. Which sentence is clear and correct? a) *She working today.* b) *She work today.* c) *She is working today.* d) *Working she today.*
30. Which sentence needs editing for clarity? a) *I will call you tomorrow.* b) *The report is due Friday.* c) *Went store got food.* d) *Please sign the form.*

Chapter 6 — Answer Key: Writing Basics

Writing Complete Sentences Practice

1. **Corrected sentence:** *I am working late tonight.*
2. **Corrected sentence:** *I was late because the bus was late. OR She was late because the bus was late.*
3. **Corrected sentence:** *The students are in the hallway.*
4. **Complete sentence:** **Complete**
5. **Incomplete sentence:** **Incomplete**

Combining Short Ideas Practice

6. *I cleaned the kitchen, **and** I washed the dishes.*
7. *She was tired, **but** she finished her homework.*
8. *The weather was bad, **so** we stayed inside.*
9. *He likes coffee, **but** he does not like tea.*
10. *I read the email, **and** I replied right away.*

(All combinations are correct as long as they clearly combine both ideas with proper grammar.)

Writing Short Responses Practice

(Answers will vary — below are **acceptable examples**.)

11. *It is important to follow instructions at work because it helps you do your job correctly.*
12. *One goal I have this year is to improve my writing skills.*
13. *People take classes at a community center to learn new skills.*
14. *Using a planner helps me stay organized.*
15. *Writing clearly is important because it helps others understand your message.*

Editing for Clarity Practice

16. *She went to work yesterday.*
17. *I was late because of traffic.*
18. *The form needs a signature. OR The form needs to be signed.*
19. *He is working today because he is busy.*
20. *I went to the store and bought food.*

Real-World Applications Practice

- 21. *(Answers will vary) Example: I missed the meeting because I had a doctor's appointment.*
- 22. *The computer froze, so I restarted it.*
- 23. *I need help with my schedule.*
- 24. *(Answers will vary) Example: Safety training is important because it helps prevent accidents.*
- 25. *He is late to work today.*

GED/HiSET-Style Quiz

- 26. **c)** The meeting starts at 3 p.m.
- 27. **b)** I was hungry, so I ate lunch.
- 28. **c)** It is important to study because it helps you learn.
- 29. **c)** She is working today.
- 30. **c)** Went store got food. *(This sentence needs editing for clarity.)*

Chapter 7: Real-World Reading

Concept Explanation

Real-world reading involves understanding the types of text adults see every day: **forms, labels, schedules, and everyday instructions**. These materials appear at work, in the community, and at home. This chapter helps learners read these items with confidence and accuracy.

Key Real-World Reading Concepts

1. Forms

Forms collect information. They often ask for:

- name
- address
- phone number
- date
- signature
- checkboxes
- short answers

Example: *Emergency Contact:* _____

Learners must read carefully to know **what information** is required.

2. Labels

Labels give important information about:

- products
- food
- medicine
- cleaning supplies
- workplace materials

Labels may include:

- warnings
- directions

- ingredients
- measurements
- expiration dates

3. Schedules

Schedules show **when** events happen. They may include:

- times
- dates
- locations
- days of the week

Examples: bus schedules, work schedules, class schedules.

4. Everyday Instructions

Instructions tell the reader **what to do**. They often use action words:

- sign
- return
- press
- wait
- follow
- bring
- call

Practice Exercises

Forms Practice

Read the form section and answer the question.

1. *Phone Number:* _____ What information goes here?
2. *Check one:* ☐ *Full-time* ☐ *Part-time* What must the person do?
3. *Signature:* _____ What is required?
4. *Date of Appointment:* _____ What should be written?
5. *Emergency Contact Name:* _____ What information is needed?

Labels Practice

Read the label and answer the question.

Label: *Laundry Detergent — Use 1 cup per load. Keep out of reach of children.*

6. How much detergent should you use?
7. What warning is given?

Label: *Pain Relief Tablets — Take 1 tablet every 6 hours. Do not exceed 4 tablets in 24 hours.*

8. How often can you take a tablet?
9. What is the maximum number of tablets per day?
10. What type of product is this?

Schedules Practice

Read the schedule and answer the questions.

Work Schedule:

- Monday: 9 a.m.–5 p.m.
- Tuesday: 12 p.m.–8 p.m.
- Wednesday: OFF
- Thursday: 9 a.m.–5 p.m.
- Friday: 9 a.m.–3 p.m.

11. What time does the shift end on Tuesday?
12. What day is the person off?
13. What is the Friday shift?
14. How many hours is the Monday shift?
15. Which days start at 9 a.m.?

Everyday Instructions Practice

16. *Press the green button to start.* What should you do?
17. *Return this form to the front desk.* What action is required?
18. *Wait here until your number is called.* What should you do?
19. *Bring your ID to the appointment.* What must you bring?
20. *Follow all safety signs in the building.* What should you follow?

Real-World Applications

Real-world reading helps adults:

- complete job applications
- read medicine labels safely
- follow workplace instructions
- understand schedules
- read signs and warnings
- complete everyday tasks independently

Example: A workplace sign says: *"Employees must wear safety goggles in this area."* Understanding this instruction helps workers stay safe.

Real-World Applications Practice

21. Read the instruction: *"Submit your timesheet by Friday at noon."* What must you do?
22. Read the label: *"Refrigerate after opening."* What should you do after opening?
23. Read the schedule: *"Bus arrives at 7:15 a.m."* What time does the bus arrive?
24. Read the form: *"Print your full name."* What should you write?
25. Read the instruction: *"Do not enter without permission."* What must you NOT do?

GED/HiSET-Style Quiz

26. Which item is a form? a) A job application b) A cereal box c) A bus schedule d) A safety sign
27. Which sentence is an instruction? a) *The office opens at 8 a.m.* b) *Please sign your name.* c) *The meeting is on Thursday.* d) *The label lists ingredients.*
28. What does this label mean? *"Use 2 teaspoons."* a) Use any amount b) Use 2 teaspoons c) Use 2 cups d) Use 2 tablespoons
29. What does this schedule show? *"Class: Monday & Wednesday, 6–7 p.m."* a) The class is canceled b) The class meets twice a week c) The class meets on weekends d) The class meets in the morning
30. What should you do? *"Return equipment after use."* a) Keep the equipment b) Return the equipment c) Throw it away d) Leave it anywhere

Chapter 7 — Answer Key: Real-World Reading

Forms Practice

1. A phone number
2. Check one box (Full-time or Part-time)
3. A signature
4. The date of the appointment
5. The emergency contact's name

Labels Practice

6. 1 cup per load
7. Keep out of reach of children
8. Every 6 hours
9. 4 tablets in 24 hours
10. Pain relief tablets / medicine

Schedules Practice

11. 8 p.m.
12. Wednesday
13. 9 a.m.—3 p.m.
14. 8 hours (9 a.m. to 5 p.m.)
15. Monday, Thursday, and Friday

Everyday Instructions Practice

16. Press the green button
17. Return the form to the front desk
18. Wait until your number is called
19. Bring your ID
20. Follow all safety signs

Real-World Applications Practice

21. Submit the timesheet by Friday at noon
22. Refrigerate it after opening
23. 7:15 a.m.
24. Your full name (printed)
25. Do not enter without permission

GED/HiSET-Style Quiz

- 26. **a)** A job application
- 27. **b)** Please sign your name.
- 28. **b)** Use 2 teaspoons
- 29. **b)** The class meets twice a week
- 30. **b)** Return the equipment

Chapter 8: Beginner RLA Practice Tests

This chapter includes **two full-length beginner RLA practice tests** designed to build confidence and prepare learners for real assessments. Each test includes reading comprehension, vocabulary, grammar, real-world reading, and short writing tasks.

Practice Test 1

Reading Comprehension

Read the passage and answer the questions.

Maria recently started a new job at a grocery store. She works in the produce section, where she organizes fruits and vegetables, checks for freshness, and helps customers find what they need. Maria enjoys her job because she likes talking to people and keeping the area clean and organized. She works four days a week and hopes to become a shift leader in the future.

1. Where does Maria work? a) A clothing store b) A grocery store c) A bakery d) A restaurant
2. What section does she work in? a) Bakery b) Office c) Produce d) Deli
3. What is one of her responsibilities? a) Cooking food b) Checking fruits and vegetables for freshness c) Cleaning the parking lot d) Working at the cash register
4. Why does Maria enjoy her job? a) She works alone b) She likes talking to customers c) She works at night d) She wants to quit soon
5. What does Maria hope to do in the future? a) Become a cashier b) Become a shift leader c) Work fewer hours d) Change stores

Vocabulary & Grammar

6. Which word is a **noun**? a) run b) happy c) store d) quickly
7. Which sentence is written correctly? a) She go to work every day. b) She goes to work every day. c) She going to work every day. d) She gone to work every day.
8. Which word means the **opposite** of “late”? a) early b) slow c) tired d) ready
9. Which sentence uses **past tense**? a) I walk to work. b) I walked to work. c) I will walk to work. d) I am walking to work.
10. Which word is an **adjective**? a) quickly b) tall c) run d) work

Real-World Reading

Read the label:

Cold Relief Syrup — Take 2 teaspoons every 4 hours. Do not take more than 6 teaspoons in 24 hours. May cause drowsiness. Do not drive after taking.

11. How much should you take each time? a) 1 teaspoon b) 2 teaspoons c) 4 teaspoons d) 6 teaspoons
12. What is the maximum amount in one day? a) 2 teaspoons b) 4 teaspoons c) 6 teaspoons d) 8 teaspoons
13. What warning is given? a) Do not eat after taking b) May cause drowsiness c) Take with food d) Safe for children
14. What should you NOT do after taking it? a) Sleep b) Drink water c) Drive d) Eat

Short Writing

15. Write **two complete sentences** explaining why someone should arrive early to an appointment.
16. Combine these ideas into **one clear sentence**: *The weather was bad. We stayed home. The roads were icy.*

Practice Test 2

Reading Comprehension

Read the passage and answer the questions.

James takes the bus to work every morning. The bus arrives at 7:10 a.m., and his shift starts at 8:00 a.m. James likes taking the bus because it saves money, reduces stress, and helps him avoid heavy traffic. On weekends, he sometimes rides his bike instead. James hopes to buy a car next year, but for now, the bus is the best option for him.

17. What time does the bus arrive? a) 6:10 a.m. b) 7:10 a.m. c) 8:00 a.m. d) 9:00 a.m.
18. Why does James like taking the bus? a) It is always empty b) It saves money and reduces stress c) It arrives late d) It takes longer
19. When does his shift start? a) 7:10 a.m. b) 7:30 a.m. c) 8:00 a.m. d) 9:00 a.m.
20. What does James sometimes do on weekends? a) Walk to work b) Ride his bike c) Take a taxi d) Drive a car
21. What does James hope to do next year? a) Change jobs b) Buy a car c) Stop working d) Move to another city

Vocabulary & Grammar

22. Which word is an **adjective**? a) quickly b) tired c) run d) work
23. Choose the correct sentence. a) They is working today. b) They working today. c) They are working today. d) They works today.
24. Which word means **similar** to “job”? a) task b) break c) lunch d) early
25. Which sentence uses **future tense**? a) She works today. b) She worked yesterday. c) She will work tomorrow. d) She working now.
26. Which sentence is a **complete sentence**? a) Because I was tired b) Went to the store c) The class starts at 6 p.m. d) Before the meeting

Real-World Reading

Read the schedule:

Class Schedule:

- Monday: 6–7 p.m.
- Wednesday: 6–7 p.m.

- Saturday: 10–11 a.m.
- Sunday: 1–2 p.m.

27. How many days per week is the class? a) 1 b) 2 c) 3 d) 4

28. What time is the Saturday class? a) 6–7 p.m. b) 7–8 p.m. c) 10–11 a.m. d) 11–12 p.m.

29. Which day has an afternoon class? a) Monday b) Wednesday c) Saturday d) Sunday

30. What is the total number of class hours per week? a) 2 hours b) 3 hours c) 4 hours d) 5 hours

Short Writing

31. Write **two complete sentences** explaining why someone might take a class.

32. Edit this sentence for clarity: *She go store yesterday.*

Chapter 8 — Answer Key: Beginner RLA Practice Tests (Expanded)

Practice Test 1 — Reading Comprehension

1. **b)** A grocery store
2. **c)** Produce
3. **b)** Checking fruits and vegetables for freshness
4. **b)** She likes talking to customers
5. **b)** Become a shift leader

Practice Test 1 — Vocabulary & Grammar

6. **c)** store
7. **b)** She goes to work every day.
8. **a)** early
9. **b)** I walked to work.
10. **b)** tall

Practice Test 1 — Real-World Reading

11. **b)** 2 teaspoons
12. **c)** 6 teaspoons
13. **b)** May cause drowsiness
14. **c)** Drive

Practice Test 1 — Short Writing

15. Answers will vary. Example: **It is important to arrive early to an appointment because it shows responsibility. It also gives you time to fill out forms.**
16. Answers will vary. Example: **The weather was bad, so we stayed home because the roads were icy.**

Practice Test 2 — Reading Comprehension

17. **b)** 7:10 a.m.
18. **b)** It saves money and reduces stress
19. **c)** 8:00 a.m.
20. **b)** Ride his bike
21. **b)** Buy a car

Practice Test 2 — Vocabulary & Grammar

- 22. **b)** tired
- 23. **c)** They are working today.
- 24. **a)** task
- 25. **c)** She will work tomorrow.
- 26. **c)** The class starts at 6 p.m.

Practice Test 2 — Real-World Reading

- 27. **d)** 4
- 28. **c)** 10–11 a.m.
- 29. **d)** Sunday
- 30. **c)** 4 hours

Practice Test 2 — Short Writing

- 31. Answers will vary. Example: **Someone might take a class to learn new skills. Classes can also help them get a better job.**
- 32. Corrected sentence: **She went to the store yesterday.**