

Cover Letter
District Learning Assignments
English

Teacher: Mrs. Peltz

Student and Parent Office Hours: Email and or Cyber High Chat: M-F, 10:00 am to 12:00 pm

Email: tpeltz@tusd.net

Zoom meeting will be set individually as needed

Phone Number: (209) 229-0314

Directions:

Each packet has an assignment sheet

- Complete assigned work for each class per assignment sheet
- Make sure to put your name and student ID on each page
- Use any available resources
- The Worksheets will be graded
- Score of at least 60% required to earn full credit for each packet

Packets are due 5/8/2020; (will email time and place to drop them off)

The next packet will be picked up at the same time and place as the drop off.

English

Assignment: April 20-25

Monday:

Read pp: 14-16

Tuesday

Read pp: 18-20

Do activity 2

Wednesday

Read pp: 23-26

Thursday

Read pp: 27-29

Do activity 3

Friday

Read pp: 32-34

Do activity 4

CHAPTER 1: Reading, Fluency, and Language Strategies

One of the most important goals of an English course is to present strategies that will help students learn how to become successful readers and how to use English language conventions effectively. The PASS Program is deeply committed to these goals, and in Chapter 1 of each Unit of *English 2A* information about reading, fluency, vocabulary, and language will be presented. While most of it will be a review of information presented in previous Units, certain information as well as questions in the activities and quizzes will change to give students further opportunities to practice the concepts; therefore, it is important to read this chapter carefully and to complete all of the activities as directed. By including this information in every Unit, students can continue to practice their fluency and build upon their existing reading and writing skills as they work through the course.

Independent Reading

As previously mentioned, independent reading is required in each Unit of this course. The California English/Language Arts Standards are the guidelines for what California students should be doing and learning in school. These require that students will have read two million words each year on their own by 12th grade. This means students need to read about 11 pages a day, or one 335-page book a month. While this may sound like a lot of reading, it can be completed by setting aside at least a half hour a day. Look at the chart on the next page for information about the effects of independent reading on test scores.

What can you read during this time? Here are some suggestions:

- ☞ The best choice is a book, the kind you might find in a library. These can be hardbound (with a stiff cover) or softbound (with a paper cover). You may check these out from a school or public library, find them at garage sales for a very cheap price, borrow them from friends or a teacher—there are many sources for these books.

- ☞ Another option is lengthy articles in daily newspapers or magazines. For instance, you could read a sports magazine that had an article about your favorite athlete, or a *People* magazine that has several 3-4 page articles about famous people. Or, you could read the news or sports section of the newspaper, each of which is 8-10 pages long.
- ☞ It is important to vary your reading so you are not reading the same type of material all the time. This will help you improve your reading skills. Also, try to use the reading strategies that are discussed in this Unit to help you with your independent reading.

A study by Anderson, Wilson, and Fielding on the effects of independent reading shows some interesting statistics about the correlation between achievement on tests and the amount of independent reading. Look at the table below:

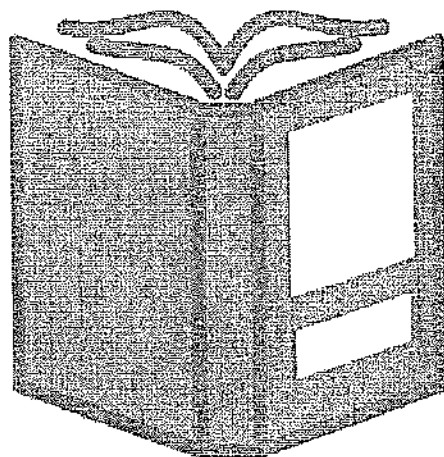
Percentile score	Minutes per day	Words read per year
98	65.0	4,359,000
90	21.1	1,823,000
80	14.2	1,146,000
70	9.6	622,000
60	6.5	432,000
50	4.6	282,000
40	3.2	200,000
30	1.3	106,000
20	.7	21,000
10	.1	8,000
2	0	0

The **first column** gives the expected percentile score on a typical standardized test that a student should make with a daily reading habit as shown in the second column. The higher the percentile, the better the score. Any score above 70 would be a good one.

The **second column** gives the number of minutes that the average student who scores at that percentile would have to read each day over a period of time in order to score that well.

In the **third column** is the number of words read per year if a student reads as many minutes per day as listed in the second column.

These are interesting statistics, showing a strong relationship between large amounts of independent reading and high performance on standardized tests. Notice that a student at the 10th percentile is reading an amount equal to only two days' reading of a student at the 90th percentile.



The Importance of Fluency

Fluency means a reader is reading smoothly, at about the same speed and with the same expression as when talking. The chart below shows fluency's four parts (adapted from *Fluency: Answers, Questions, Evidence-Based Strategies*).

SPEED	This is how fast a person reads, usually determined in words per minute (WPM). Appropriate speeds for each grade level are shown in the chart appearing on a following page.
ACCURACY	The reader recognizes <u>most</u> words automatically and with little effort. This is called <i>automaticity</i> —the brain automatically recognizes the words quickly and easily.
APPROPRIATE EXPRESSION	The reader uses phrasing (reading words in appropriate sets rather than one-by-one), tone (the sounds of the voice), and pitch (loudness or softness) so that oral reading sounds conversational. This is called <i>prosody</i> .
These three, <i>with practice</i> , lead to:	
COMPREHENSION	Increased skill with speed, accuracy, and expression leads to comprehension—the reader understands the text. It is not enough to read fast and sound like a good reader. Without comprehension, the reader is like a dog in the backyard barking at an unseen noise; the reader is “barking at the print” with no idea what it means. Students who are fluent readers can give more attention to understanding a text. The brain's energy is not being drained from struggling with individual words.

Fluency develops from practice—the more a person reads, the better reader he or she becomes. This can be compared to how athletes improve their abilities—constant practice, whether with a golf club, a basketball, or in the swimming pool,

leads to a better athletic performance. That is why each PASS Language Arts Unit includes an independent reading lesson as well as opportunities for fluency practice.

Again, it is not enough just to recognize words and know their definitions; reading fluently means that students *understand the meaning* of what they are reading. This means they are paying attention to various signals in the text, like different words that are being emphasized, the presence of humor or sarcasm, the mood of the text (Are the words happy? Sad? Angry?), or the inflection—a change in pitch or tone of voice—within the text, etc. All of these things contribute to fluency and comprehension. For example, read each of the sentences below and see how meaning changes when a different word is emphasized (adapted from *The Reading Teacher's Book of Lists*):

Sample Sentences <i>In your mind, read the bolded word with emphasis, or inflection, and think about what it indicates about the meaning.</i>	The Meaning of the Sentence with the Inflection Indicated
I did not say you found my keys.	(Someone else said it.)
I did not say you found my keys.	(Strong denial of saying it.)
I did not say you found my keys.	(I implied it, but I did not say it.)
I did not say you found my keys.	(I was not talking about you.)
I did not say you found my keys.	(I said you did something else with them, like took them.)
I did not say you found my keys.	(You found someone else's keys.)
I did not say you found my keys .	(You found something else of mine.)

As illustrated by the chart, the same sentence can have several different meanings depending on how it is read. That is why fluency is so critical; strong readers have learned to recognize how to read sentences with the proper inflection, therefore leading to better comprehension of material. This is just one more reason why practicing fluency is important, and why this course will offer several opportunities to do so. Remember, the goal is never just to read faster—the goal is always to improve reading skills so comprehension increases.

Appropriate Reading Rates (WPM)

The average adult reads about 250 words per minute (wpm), with this rate varying from 125 to 900, so some adult readers are reading over seven times as fast as others. Anyone whose reading rate is two or more grades below his or her actual grade in school must understand that this negatively affects work in all classes, and he or she should seek help from teachers or reading specialists. The goal is always to have a reading rate at least at grade level, preferably above.

The chart below gives silent reading rates for grades 3-12 for a reader who is using text that includes words that he or she is able to understand accurately.

Grade	3	4	5	6	7	8	9-12
WPM	109-130	131-150	151-165	166-180	181-190	191-225	226-300

Each fluency activity in this Unit will include a short selection taken from text already read in the chapter. The reading of this selection will be timed to determine reading speed as compared to the chart above. It is best to do this with a partner—a friend or family member—who can watch the second hand on the clock or use a stopwatch to keep track of reading times.

If you find that you are not meeting the fluency goals in the activities, make plans to practice independently or with extra help from your Contact Person. Even if you read at grade level, practicing fluency is an essential part of developing reading and vocabulary skills.

ACTIVITY 2: Fluency Practice

Directions: The passage for this activity is from the introductory material about independent reading in this chapter. The excerpt, or short piece of a larger text, has 305 words, so you should be able to read it in a minute or so. Follow the steps below:

- (1) Read the passage once silently to become familiar with it. Then wait until a new minute starts (the second hand is on '12').
- (2) Immediately begin reading the passage silently and carefully while your partner watches the second hand on the clock and keeps track of the number of seconds. It is important that you do not try to skip words or pretend to read faster than you really are reading! You will only be cheating yourself.
- (3) When you are finished tell your partner, "I'm done." Have your partner calculate the time it took you to read (remember that each minute has 60 seconds). Subtract this number from the time you started (for example, 1 minute and 40 seconds, or 100 seconds). Record that number in the chart below, following the example.
- (4) Repeat this process two more times and record the information in the chart as shown in the example.

Goal: 250-270 WPM	First read: time in minutes/ seconds	Second read: time in minutes/ seconds	Third read: time in minutes/ seconds	Improvement in time (number of seconds growth)	Met goal?	
<i>Example:</i>	<i>2 minutes</i>	<i>1 min. 30 seconds</i>	<i>1 minute</i>	<i>1 minute, 30 seconds</i>	Yes <i>x</i>	No
Should be read in about a minute					Yes	No

Vocabulary

Adapted from:

- Steven Stahl, *www.d261.k12.id.us/NewCurriculum*
- Steven Stahl, *Vocabulary Development*. Brookline Books, Cambridge MA, 1999

A fluent reader has more mental energy for a second important component of skilled reading: building vocabulary. Words are everywhere; expert Steven Stahl says people live in a “sea of words.” Readers have four levels of word knowledge about each word in this “sea”:

1. *I never saw the word before.*
2. *I have heard of the word, but I do not know what it means.*
3. *I recognize the word in context (the words that surround it)—I think it has something to do with...*
4. *I know the word.*

When a word is read for the first time, information about its *orthography* (spelling, capitalization/proper nouns, or whether it has an apostrophe) is connected to information from the context. After seeing it once, a reader may have a general sense of the word (“I think it has something to do with...”), or a memory of the specific context (“I remember seeing it in...”), but still cannot specifically say what the word means.

Readers often skip an unknown word, especially if it is not needed to make sense of the text, but something is remembered about the skipped words: where the reader saw it, the context, or even what was happening while reading. This information is in the memory, but the memory is not strong enough for the conscious mind to remember it. As a word is seen over and over, more and more information is gathered about the word until the reader has some idea of what it “means.” With further repetitions, the reader understands the word. Most sources say a reader needs at least 10-15 exposures to a word before it becomes part of conscious memory.

When a person “knows” a word, he or she knows more than the word’s definition—he or she also understands how the word functions in different contexts. Look at the simple word *fence* as it is used in different contexts and think about what a reader has to know to comprehend each sentence:

The Sentence	What a Reader Needs to Know
<i>The farmer built a new wooden fence to keep his sheep in the pen.</i>	In this sentence, <i>fence</i> is a noun referring to a type of enclosure.
<i>Security fenced in the crowd so no one could get to the stage.</i>	Here, <i>fenced</i> is used as a verb meaning to keep someone or something in a specific area.
<i>Tyler watched Jose and Kayla fencing at their club after school.</i>	<i>Fencing</i> is a sport in which two people demonstrate and compete at the art of sword fighting.
<i>Christine was really on the fence over whether or not she would go to the party.</i>	Here the words <i>on the fence</i> are used together to mean she has not made a decision or committed either way.
<i>The police knew that the owner of the pawn shop was a popular fence.</i>	In this case <i>fence</i> is a noun referring to a person that receives and sells stolen goods.
<i>Use the tractor to move the fencing over to the east field.</i>	The term <i>fencing</i> here is also a noun but it refers to the materials used to make a fence. This is an example of why understanding the context in which words are used is so important.

Read the notes below and see how they apply to the previous examples.

PARTS OF SPEECH AND VERB TENSE	Knowing if a word is a verb, noun, or some other part of speech helps readers understand a sentence. In the examples above, “fence” was used as three different parts of speech. It is also important to understand the <u>verb tense</u>—past, present, future, and the different forms of each—to make sense of a text.
MULTIPLE MEANINGS	Many words have more than one meaning, and sometimes those meanings can be confusing if a person does not know the different definitions and usages of a word. <u>Idioms</u> are part of a group of words that people use often but have different meanings than the dictionary definition of the words. For example, “on the fence” is an idiom and might be confusing to someone unfamiliar with this usage of the word “fence.” It might appear that someone is literally sitting on a fence (see more information on the following pages about multiple meanings).
HISTORY OF WORDS	Learning how words entered the English language can help readers understand and remember their meanings. The dictionary does not give information for <i>fence</i>, but a book on word histories and how slang words develop might be helpful.
MNEMONICS	Using mnemonics means developing memory tricks to help remember a word. For example, someone meets a new friend and wants to remember his name. It might help to think of a famous person with the same name. In the same way, when learning new vocabulary words, associate them with other words or ideas to help remember them.

CONTEXT CLUES	Looking at the words and sentences surrounding an unknown vocabulary word can provide information that supports learning the word's meaning. In some of the examples for "fence," readers need to read the whole sentence to understand how the word is used (think about how the word <i>fencing</i> is used in different contexts above).
AFFIXES	Learning about roots, prefixes, and suffixes and how they change words gives readers a base of knowledge to apply to many new words. This also helps readers determine a word's part of speech and verb tense, as most suffixes are signals for a particular part of speech—for instance, 's' usually signals a plural, and 'ed' at the end of a word can mean past tense (more information on affixes and roots is presented later in the Unit).

Words in Context

As mentioned above, when trying to become a fluent reader it is important to understand that words have multiple meanings depending upon the *context*, or situation, in which they are used. One way to help determine the meaning of words is to understand *denotation* and *connotation*.

- Denotation: the denotation of a word is its literal, limited, dictionary definition. For example, the word *racism* is literally defined as "prejudice or discrimination against a particular group of people."
- Connotation: The connotation of a word is the "emotional" meaning of the word, or the feeling it produces within people. For example, hearing the word *racism* might be painful to some people who have suffered prejudice in their lives. It might make a political activist angry and passionate, while a professor of cultural studies might be more objectively interested in studying how it functions in society.

Writers use denotation and connotation to express certain meaning based upon the words they choose. For example, think about the following sentences:

- *Jeremy was excited to be back at his house.*
- *Jeremy was excited to be home.*

In the first sentence, it is clear that Jeremy has returned to the structure in which he lives. In the second sentence, the word “home” might have a warmer, or more familiar, connotation to people. It might make people think of family or togetherness. While not all words have the same connotative meaning to everyone (some people might not associate pleasant feelings with being home), it is important to understand that:

1. words have literal, denotative meanings;
2. a word might emotionally mean different things to different people;
3. and while reading, it is important to think about why writers might have chosen one word over another (home vs. house) and what meaning they might be trying to express through the connotation of the word.

Another important concept to understand about words is that aside from their connotation, they can have different denotative meanings depending on how they are used. Think about the word *fence* from the chart in the previous section; depending on the context, or situation, in which it was used and what part of speech it was used as (noun, verb, etc.), its meaning changed in the various example sentences. While parts of speech, context clues, multiple meanings, etc. were explained previously, there are some other ways in which the meaning of words can be difficult to understand. The chart on the following page shows various *figures of speech*, or situations in which the denotative meaning of words does not necessarily apply. Readers need to be familiar with these to help them better understand the material they are reading.

Figure of Speech	Explanation	Examples
Idiom	A group of words used together that have a different meaning than how the dictionary defines them. The previous example “on the fence” is an idiom because it does not mean that someone is literally sitting on a fence. It means that he or she is having trouble making a decision about something.	<u>on a high horse</u>: acting snobbish or proud (<i>Henry has certainly been on a high horse since he won the science competition.</i>) <u>wear your heart on your sleeve</u>: to openly show emotion or feeling (<i>Everyone knows how Victor feels; he wears his heart on his sleeve.</i>)
Oxymoron	Words that are opposite in literal meaning but combined for effect.	<u>controlled chaos</u> : a situation might look confused and unorganized but it really isn't (<i>I could not be a second grade teacher and deal with all of that controlled chaos!</i>)
Slang	Slang words and phrases are often particular to a certain social group or time period and can change very quickly. It is informal, everyday language people use.	<u>Formal</u>: Something is great, wonderful, exciting, etc. <u>Slang</u>: it would be <i>rad</i>, <i>cool</i>, <i>sick</i>, <i>wicked</i>, etc. <u>Formal</u>: She is beautiful. <u>Slang</u>: she is <i>hot</i>, <i>sizzling</i>, <i>smoking</i>, etc.
Euphemism	A euphemism is a group of generally pleasant or peaceful words meant to take the place of harsher, blunter statements.	<u>Statement</u>: He died. <u>Euphemism</u>: <i>He passed away.</i> <u>Statement</u>: That man is a bum. <u>Euphemism</u>: <i>That man is homeless.</i> <u>Statement</u>: She is a terrible singer. <u>Euphemism</u>: <i>She is vocally challenged.</i>

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Spelling

Fluent readers that read with automaticity are recognizing words quickly and with little effort and are also familiar with how to spell those words. Learning how to correctly spell some commonly misspelled words can help build vocabulary skills, help increase automaticity, and help students practice their fluency. In each Unit of *English 2A*, words that students often have difficulty spelling will appear in the chart below (from *The Reading Teacher's Book of Lists*). Study the words carefully and be sure you are familiar with them before moving on to the following activity.

To help you learn the words, follow the steps below:

1. Look at the whole word and the letters that compose it. Be sure you know what the word means. If you don't, look it up in the dictionary.
2. Say and spell the word out loud, then, without looking at the word, write it on a piece of paper.
3. Check to be sure that your spelling of the word is correct.

address	advise	again	although	awhile
because	bought	built	busy	choose
cough	enough	everybody	fierce	friend
height	hour	knew	know	little
loose	neither	piece	poison	quarter
quite	receive	route	several	skiing
straight	suppose	surrounded	terrible	thought
through	traveling	truly	until	weather
weigh	which	white	whole	women

ACTIVITY 3: Spelling

Directions, Part 1: Circle the correct answer for each of the questions below.

Review the spelling words on the previous page if necessary.

1. Which of the following words refers to a toxic or harmful substance and is spelled correctly?
 - A. feirce
 - B. cogh
 - C. poison
 - D. terrible

2. Which of the following words refers to the natural climate and is spelled correctly?
 - A. wegh
 - B. weather
 - C. thugh
 - D. sking

3. Which of the following words refers to the specific place a person's home or business is located and is spelled correctly?
 - A. strait
 - B. frend
 - C. heiht
 - D. address

Directions, Part 2: Place a checkmark next to each word below that is spelled correctly. Review the spelling words on the previous page if necessary.

litle

busy

awhile

truely

whiet

traveling

enouf

neither

because

kneu

supose

route

whole

Quick Punctuation Review

When trying to become a fluent reader, it is crucial to understand correct punctuation. Punctuation marks indicate where sentences end and others begin, separate important information, indicate expression, etc. To fully comprehend a text and to read with prosody, a reader must understand what these symbols mean. The information below offers a review of the most important/commonly used punctuation marks; be sure that you read and understand them as this understanding directly affect reading comprehension and fluency.

Capitalization

One main component of a correctly written sentence is capitalization. The first word of a sentence is always capitalized, and there are some other instances in which capitalization is appropriate:

Proper Nouns, Including Names	Japan, McDonald's, the Great Depression, Wally Jones, etc.
Months, Holidays, and Days of the Week	January, Christmas, Valentine's Day, Monday, etc.
Names of School Subjects	School subjects are only capitalized if they are names of languages: English, Spanish, etc. The names of specific courses are capitalized: Economics 101, Organic Chemistry, etc., but not general subjects like math, chemistry, science, etc.
Titles with Proper Names	Judge Julie Jenkins, President George W. Bush, Dr. Ramon Sanchez, etc.
Titles of Literary Works, Articles, Songs, Movies, etc.	<i>The Grapes of Wrath</i> , "Twinkle, Twinkle Little Star," <i>Harry Potter and the Chamber of Secrets</i> , etc. Note: In titles, minor words like articles (a, the, etc.) and conjunctions (and, but, so, etc.) are not capitalized unless they are the first or the last word of the title.

The First Word in a Sentence/Quoted Sentence	As mentioned above, the first word of a sentence is always capitalized. The first word of a quoted sentence is also capitalized, as shown in this sentence: <i>Ruben was headed out the door until the teacher yelled, "Ruben, sit down at your desk now!"</i>
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End Punctuation

There are three types of punctuation marks that signal the end of a sentence: the *period*, the *question mark*, and the *exclamation point*.

The Period: The period indicates the end of a sentence that makes a statement:

- A period is used in almost all sentences.
- The few exceptions to this are if the sentence is asking a direct question or if it is an exclamation of emotion.

There are also many other situations in which periods are used, including personal titles, academic degrees, and time:

Mr.	Mrs.	Ms.	Dr.
Ph.D.	B.A.	A.M.	P.M.

Periods also follow many abbreviations like the months of the year, street addresses, etc.:

I agreed to meet Steve on Jan. 5, 2009.

Julio lives at 5678 Green St., in Houston.

There are certain abbreviations that do not use periods—if the abbreviation is pronounced as if it is a word (called an *acronym*), then it would most likely not use periods: NASCAR (National Association for Stock Car Auto Racing), scuba (self-contained underwater breathing apparatus), and NASA (National Aeronautics and Space Administration) are all abbreviations that would not require periods.

Although these examples provide guidelines for correct period usage in abbreviations, the rules can vary, and when unsure about correct usage, consult a dictionary or a style manual for more information.

The Question Mark: The question mark indicates the end of a sentence that is a direct question:

- What time are we supposed to be there?
- Who let the dog out?

Questions that are indirect require a period, not a question mark. For example:

- He asked me for a pen, but I didn't have one.
- I know I have keys to the safe, but the question is where I put the keys.

The Exclamation Point: Exclamation points express genuine emotion or special emphasis:

- We saw the collapsed man and yelled, "Hurry, this man is dying!"
- Get me out of here now!

Exclamation points (and sometimes commas) are also used after *interjections*, which are words in sentences that show strong emotion. For example, the following sentences contain interjections:

- Wow! That falling rock was extremely close to my head.
- Ouch! That looked like it hurt.
- Oh dear, I just spilled that drink.
- Hmm, I will have to think about that.

Commas

Without commas, writing can be very confusing. For example:

While you eat Casey can sing for you.

Surprisingly the girls made it across the river then ate fish berries and cheese.

When hunting tigers use their senses of smell and sight.

Once commas are inserted, their meaning becomes clearer:

While you eat, Casey can sing for you.

Surprisingly, the girls made it across the river then ate fish, berries, and cheese.

When hunting, tigers use their senses of smell and sight.

While reading, remember that commas are used to separate items in a list, to indicate a phrase or a clause, to signal a pause in the sentence, and to make information clearer to readers.

Quotation Marks

Quotation marks are used to enclose direct quotes, or to indicate that someone is speaking or has spoken, and are also used to indicate titles.

Quotation marks enclose direct quotations to show that someone is speaking or has spoken:

- Mary's mother told her, "Go get the dog from the vet." (Notice that the end punctuation is inside the quotation marks).
- Once she got to the party, she yelled, "I'm here everyone!" loud enough for everyone to hear her.

Quotation marks enclose direct quotations from a written document:

- In his article, Robert Butler noted that "a majority of the American public is uninterested in voting in presidential elections."

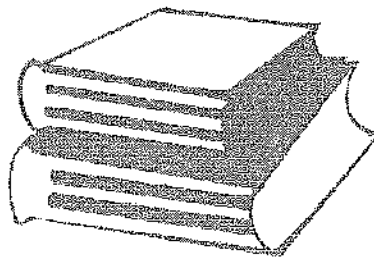
Quotation marks are used around titles of short works like articles, songs, poems, and television shows (titles of longer works like books are usually underlined or *italicized*).

- In his article entitled “The American Democracy,” Robert Butler noted that “a majority of the American public are uninterested in voting in presidential elections.”
- The Beatles’ song “Hey Jude” is one of my dad’s favorite songs.
- I read an article called “Poverty in the Southwest” yesterday.

IMPORTANT NOTE

The information in this chapter is intended to help you better understand vocabulary, reading comprehension, and fluency. To become an efficient and fluent reader, you must understand how words work together to create meaning and to put that knowledge to use by completing the independent reading assignments and practicing your fluency.

In this Unit, you will be asked to read short stories written by O. Henry. While reading information presented in the Unit or the stories, you might encounter words that you do not know or sentences that cause you to struggle. You will need to use the strategies explained in this chapter to help you understand the material. Also, be sure to use a dictionary as needed; if you do not do this, your comprehension will suffer.



ACTIVITY 4: Reading and Vocabulary Strategies

Directions: Circle the correct answer for each of the questions below. Review the information if necessary.

1. Read the following sentence: *After breaking up with her boyfriend Jose, Marcia felt devoid of all happiness.* What does the word devoid mean? (Hint: Use the context clues or think of other similar words you might know to help you.)
 - A. depressed
 - B. angry
 - C. upset
 - D. empty

2. Read the following sentence: *Kelly decided to see a general practitioner to help her find out why she kept getting headaches.* As it relates to this sentence, what does a general practitioner do? (Hint: Use the context clues or think of other similar words you might know to help you.)
 - A. sells aspirin or other headache medicines
 - B. gives medical advice
 - C. works at a pharmacy
 - D. teaches at a university or college

3. Which of the following phrases is an oxymoron?
 - A. bright yellow
 - B. invisible ink
 - C. flat table
 - D. soft grass

4. Which of the following sentences uses slang?
- A. The detective looked all over the house for clues that the thief might have left behind.
 - B. Rocco felt sick to his stomach so he asked the school nurse if he could go home early.
 - C. Dude, I cannot wait for the party Saturday night!
 - D. All of the sentences use slang.
5. Readers that pay attention to punctuation and recognize words with little effort are reading with:
- A. fluency.
 - B. prosody.
 - C. automaticity.
 - D. All of the choices are correct.