

**Heritage Peak Charter School  
10th Grade College Prep English  
McDougal Littell: The Language of Literature**

<b>Cluster 6: Functional Documents (3 weeks)</b>					
<b>Materials in Cluster 6 provide instructional opportunities for these 9-10 ELA Standards:</b> *R1.1, R2.0,* R2.1, R2.2, R2.3, R2.4, *R2.5, R2.6, *R2.7, R2.8, R3.0, W1.2, W2.5, *LC1.1, *LC1.3, LC1.4				<b>Student Resources</b>	
*Denotes a standard assessed in Cluster 6				“Glossary of Words to Know:” pp. 1232-1248 “Writing Handbook:” pp. 1142-1168	
<b>Essential Standards</b>	<b>Materials/Selections</b>	<b>Teaching/Learning Focus</b>	<b>Assignments</b>	<b>Suggested Days (15 total) 1 day = 75 minutes</b>	<b>Pages</b>
LC1.1, LC1.3	Grammar, Usage and Mechanics: Chapter 11 (punctuation)	<ul style="list-style-type: none"> <li>•Periods &amp; other end marks</li> <li>•Commas</li> <li>•Semicolons and Colons</li> <li>•Dashes and parentheses</li> <li>•Hyphens and apostrophes</li> <li>•Quotation Marks</li> </ul>	Teachers assign pages for student to learn/practice grammar skills that will be tested in Benchmark Test #6 based on <u>individual student</u> instructional or review needs.	1 page per day, or less (as dictated by student's needs/mastery)	pp. 171-192 (Download the packet from the website)
R2.0	Reading Handbook: Reading for Different Purposes	<ul style="list-style-type: none"> <li>•Setting a purpose for reading</li> <li>•Checking understanding</li> <li>•Identify audience, source, purpose</li> <li>•Evaluate information</li> </ul>	Read!	.25	1120-1121
R2.0, R2.8	Practice Reading for Information: “Volkswagen Television Ad”	<ul style="list-style-type: none"> <li>•Read to be informed</li> <li>•Analyze an advertisement</li> <li>•Identify persuasive techniques</li> <li>•Identify the messenger or main idea</li> </ul>	<i>Follow the strategies on p. 1121 for reading for information.</i> *Read the storyboard (images and dialogue) several times carefully. *Write answers to blue circle questions 1-4. *Write a statement of the commercial’s basic message about Volkswagen and the impression the advertiser has conveyed.	1	916-917

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R2.1, R2.7	Practice Functional Reading	<ul style="list-style-type: none"> <li>•Read technical directions</li> <li>•Read a recipe</li> <li>•Read a web search guide</li> <li>•Read an instruction manual</li> <li>•Obtain relevant information</li> </ul>	<p><i>Follow the strategies on p. 1121 for functional reading.</i></p> <p>For each item that you read:</p> <ul style="list-style-type: none"> <li>*Identify and write down your purpose for reading.</li> <li>*Explain/describe the headings, labels, signal letters or numbers, steps, etc.</li> <li>*Note any graphics and tell what they contribute</li> <li>*Re-read as many times as necessary</li> </ul> <p>Read "Technical Directions" Answer "Practice and Apply" questions 1-4 p. 1140 Read "Recipe" Answer "Practice and Apply" questions 1-5 p. 1141 Read "Web Search Guide" Answer "Practice and Apply" questions 1-4 p. 1142 Read "Instruction Manual" Answer "Practice and Apply" questions 1-4 p. 1143</p>	1.25	1140-1143
R2.0	Reading Handbook: Reading Different Formats	<ul style="list-style-type: none"> <li>•Reading Online Text</li> <li>•Reading a newspaper or magazine article</li> <li>•Reading an encyclopedia article</li> </ul>	Read!	.25	1123
R2.0, R2.7	Reading for Information	<ul style="list-style-type: none"> <li>•Skills for reading informational materials</li> <li>•Strategies for text organization</li> </ul>	<p>Read!</p> <p>Answer all of the "Practice and Apply" questions pp. 1135-1139</p>	1.5	1130-1139

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R2.1, R2.2, R2.7	Practice Reading Different Formats	<ul style="list-style-type: none"> <li>•An online text (website)</li> <li>•A newspaper article</li> <li>•An encyclopedia article</li> </ul>	<p>On your own, locate one of each of the formats of reading for information of no less than three paragraphs each. Choose topics that interest you. When considering the encyclopedia article, do not choose a topic that is too broad, such as “China.” Narrow it down to a smaller topic under the larger umbrella, such as “The Great Wall of China.”</p> <ol style="list-style-type: none"> <li>1) Read the text.</li> <li>2) Choose a graphic organizer (p. 1134) that best matches the organizational structure and pattern of the information in the text. Draw the graphic organizer (full page) and fill it in with the main points in each text.</li> <li>3) Create a bibliography with all three sources listed in MLA style (see “Following MLA Manuscript Guidelines” &amp; MLA Documentation: Electronic Sources” pp. 1167-1168).</li> </ol>	3.75	
W2.5	Business Writing	<ul style="list-style-type: none"> <li>•Key Techniques</li> <li>•Business Letter</li> </ul>	Read!	.25	1169-1170
R1.1, R2.8, R3.5, R3.6, W1.2, W2.5, LC1.1, LC1.4	The Teacher Who Changed My Life	<ul style="list-style-type: none"> <li>•Understand and appreciate an essay</li> <li>•Recognize the effect of audience</li> <li>•Distinguish fact from nonfact</li> </ul>	<p>Do “Connect to Your Life” activity on p. 484 Read <i>The Teacher Who Changed My Life</i> Answer “Thinking Through the Literature” questions 1-5 &amp; 7 on page 491 Do <a href="#">Active Reading SkillBuilder</a> “Distinguishing Fact from Nonfact” (<a href="#">Answers</a>) Do <a href="#">Words to Know SkillBuilder</a> (<a href="#">Answers</a>) Do <a href="#">Grammar SkillBuilder: Participles</a> (<a href="#">Answers</a>)</p> <p>» The California Teacher’s Association is accepting nominations for Teacher of the Year. Choose any teacher you have ever had (including a family member) and write a business letter nominating him/her for the honor.</p> <p>» Follow standard business letter format (refer to p. 1169). Make up any reasonable address for the organization. The body of the letter should be at least three solid paragraphs that present concrete reasons backed up with details. The letter must be type written and carefully edited. Alignment, spacing, punctuation and capitalization matter!</p>	2.75	484-492

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R1.1, R2.1, R2.2, R2.3, R2.4, R2.6, R2.7	Released STAR Questions	•Reading functional documents •Reading informational materials	Read the selections and choose the best answer for each question.		1	handout
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**Cluster Test/Benchmark Test #6: Functional Documents** Test may be given when Cluster 6 is completed.  
Answer sheets should be scanned by noon on the Friday one week following the end of the cluster (or per site instructions).

