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To the Teacher

Students are surrounded by nonfiction text. They must have the ability to understand its purpose, gather key ideas and details, make inferences, and evaluate the information. One type of nonfiction is informational text. Three subgenres of informational text are exposition, argument, and functional text. Examples of functional text are brochures, food nutrition labels, menus, and class schedules.

The purpose of functional text is to help the reader accomplish real-world tasks. This requires skills such as following multi-step, written directions; recognizing patterns and structures; and locating and interpreting information contained in functional text documents. These reading skills are critical in preparing students for college and career readiness: a goal of the Common Core State English Language Arts Standards.

_Comprehending Functional Text: Instruction, Practice, and Assessment_ is designed to offer teachers a wide variety of instructional options to meet the diverse learning styles of middle-school students. The format of this book is divided into five sections.

- **Instructional Resources** introduce the types, features, and structures of functional text. These handouts can be used as teacher-directed introductory lessons.

- **Practice Activities** provide students with opportunities to work with functional text documents. Each lesson features a document followed by skill-building questions and an activity.

- The **Learning Stations** engage students in small-group activities. Students are able to examine, analyze, and discuss a functional text document.

- **Assessment Prep** tests students’ understanding of functional text documents. This section features a document followed by comprehension questions written in standardized test format.

- **Bulletin Board Ideas and More** are activities that can be used to reinforce and extend student learning.

This book can be used for independent practice, small-group or classroom instruction, and as homework. The activities are designed to supplement or enhance the regular classroom reading curriculum or can be used with ESL and Title I students.
What Is Functional Text?

Functional text is everywhere. Did you go to a ballgame last night? Were you handed a roster of players? The roster is an example of functional text. After the game, did you go to a restaurant? If so, you probably ordered off a menu. The menu is another example of functional text.

The purpose of **functional text** is to give you specific information or to help you perform a day-to-day task. Some examples of functional text are brochures, food nutrition labels, menus, recipes, and class schedules.

There are two ways to read functional text. One way is to **skim the text** to find the needed information. Another way is to **read word for word**. While reading, you should be thinking about what is being read and deciding if the information is useful.

When reading functional text, you should look at how the information is presented. For example, is the information arranged in chronological order or step by step? Has the author used text features such as illustrations or bold words to emphasize key points? Paying attention to these details will help you to locate information and understand what you are reading.

### Examples of Functional Text

<table>
<thead>
<tr>
<th>• Advertisements</th>
<th>• Instructions</th>
<th>• Recipes</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Announcements</td>
<td>• Internet websites</td>
<td>• Schedules</td>
</tr>
<tr>
<td>• Bank statements</td>
<td>• Invitations</td>
<td>• Search engines</td>
</tr>
<tr>
<td>• Brochures</td>
<td>• Labels</td>
<td>• Signs</td>
</tr>
<tr>
<td>• Bus schedules</td>
<td>• Letters</td>
<td>• Surveys</td>
</tr>
<tr>
<td>• Diagrams</td>
<td>• Manuals</td>
<td>• Television guides</td>
</tr>
<tr>
<td>• Directories</td>
<td>• Maps</td>
<td>• Text messages</td>
</tr>
<tr>
<td>• Emails</td>
<td>• Memos</td>
<td>• Traffic signs</td>
</tr>
<tr>
<td>• Food labels</td>
<td>• Menus</td>
<td>• Warranties</td>
</tr>
<tr>
<td>• Game directions</td>
<td>• Pamphlets</td>
<td>• Yellow Pages</td>
</tr>
</tbody>
</table>

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# What Are Text Features?

Text features are used to help the reader locate and understand information. They are often found in textbooks, magazine articles, web pages, and other forms of informational text. Text features can be divided into three categories: structure, print, and graphics. **Text structure** refers to the way information in the text is organized. The table of contents is a text structure you can find at the beginning of books. **Print features** such as bold words and italics are used to make words stand out in the text. A drawing is an example of a **graphic** aid that can help the reader visualize the text.

<table>
<thead>
<tr>
<th>Text Feature</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Table of Contents</td>
<td>a list of the major parts of a book and the starting page numbers</td>
</tr>
<tr>
<td>Index</td>
<td>an alphabetical list of topics and the page numbers where the information can be found</td>
</tr>
<tr>
<td>Glossary</td>
<td>an alphabetical list of important words with definitions; may include pronunciations</td>
</tr>
<tr>
<td>Appendix</td>
<td>a section at the end of a book that provides additional information</td>
</tr>
<tr>
<td>Heading</td>
<td>the title of the text</td>
</tr>
<tr>
<td>Subheading</td>
<td>a heading given to a section of text</td>
</tr>
<tr>
<td>Bold/Color</td>
<td>text printed darker or in color</td>
</tr>
<tr>
<td>Italic</td>
<td>a style of printing where letters slant to the right</td>
</tr>
<tr>
<td>Underlining</td>
<td>a line drawn under the text</td>
</tr>
<tr>
<td>Font</td>
<td>the type and size of the text</td>
</tr>
<tr>
<td>Bullet</td>
<td>a symbol used to emphasize a list of items</td>
</tr>
<tr>
<td>Caption</td>
<td>the words used to explain what is shown in an illustration</td>
</tr>
<tr>
<td>Illustration</td>
<td>a visual way to give information (examples: photograph, drawing, sketch)</td>
</tr>
<tr>
<td>Sidebar</td>
<td>a boxed section off to the side of the main text that contains related information</td>
</tr>
<tr>
<td>Map</td>
<td>a representation of the earth’s surface</td>
</tr>
<tr>
<td>Diagram</td>
<td>a labeled drawing that shows or explains something</td>
</tr>
<tr>
<td>Chart/Table</td>
<td>a graphic organizer used to summarize or compare information</td>
</tr>
<tr>
<td>Timeline</td>
<td>a graphic organizer used to show important events in chronological order</td>
</tr>
<tr>
<td>Graph</td>
<td>a diagram displaying numerical information</td>
</tr>
</tbody>
</table>
# Classified Advertisements

## Lost and Found

**FIND Henry!** Lost in Storie Subdivision, all white male cat w/stubby tail. $50 reward. Please call 555-333-2527.

**PLEASE HELP US** find Sheba, female, long-haired, black cat wearing red collar. Call 555-333-2333 if found.

**FOUND:** male, yellow lab with faded blue collar, near Mercy Circle Drive. 555-333-4727.

**Lost:** Glasses in black case on 10/23, in Glenstone Mall. Don’t have the money to replace. Call: 555-333-6418

**FOUND** - Boxer mix, red collar, dragging blue rope, found around Snip ‘n Curl. 555-333-0220

## Garage Sales

**Fri. 14 & Sat. 15, 7- ?**

142 Hayward Street

Curio cabinet, pool table, bass boat, clothing, fishing equipment, etc. Items won’t last long!

**Weird time, cold weather, but awesome sale!** Grill, baby clothes, Christmas decorations, furniture, plus lots more! 32 Macon Rd. Sun., 16th, 2-5 pm.

## MOVING SALE!

178 Woods Drive, Saturday, 15th from 8-5, girl’s clothing (newborn - 5T), women’s clothing (all sizes), toys, fireplace insert, futon, mountain sport bicycle, linens, household, Christmas, & misc.

## Motorcycles

**2006 Road King Classic,** one-owner, Black Cherry, lots of chrome, always parked in a garage, less than 2,000 miles, with pull behind trailer. Excellent condition. $16,450 or will consider offer. Call 555-333-2133.

**MUST SEE To Appreciate!**

Model 2004 VTX 1300, black and white, 3K miles. Bought new off show room floor. Owner Must Sell. $4,900 OBO. 555-333-8837

**Super bike with lots of extras!**

1999 Intruder 800, 19k miles - Unbeatable price of $1,200! Great Bike for Beginner Riders. Call Today! 555-333-6464.

## Pets/Pet Supplies

**FREE TO GOOD HOME:** 6-month-old kitten, black with white on chest, litter box trained. 555-333-6236

**FOR SALE** - AKC-registered, Cavalier King Charles Spaniel, female, 6 months, current on shots, will make wonderful lap dog. $750.00 Call: 555-333-7455

**CUTE and LOVABLE!** Beagle dog, 3 years old, neutered, housebroken, great with children. $100. 555-333-8254

**AKC Pug Puppies.** Very small, 10 weeks old, shots & wormed. $175. Call: 555-333-9527.

**10x10 dog pen, chain link, galvanized steel frame $125.** Call: 555-333-8508

**ONE AKC registered, female Saint Bernard** puppy, 11 weeks old, has had first shots. $700. Call: 555-333-7272 (after 5 pm).

**For Sale:** Friendly, brown dog. Not very old. $100. Call: 555-333-7342.

---

**Want to Place An Ad?**

Call: (555) 333-3333

Monday – Friday, 7am – 4pm

Fax: (555) 333-4444

Email: classified@livingstpress.com

Mail:

P.O. Box 36
Livingston, OK 11111

Include: Name, Address, Phone #, Dates to run, and Payment.

Rate: 25 cents per word

**DEADLINE!**

Must be submitted by Monday, 2:30 pm, to appear in that week’s paper.
Comprehending Functional Text

Classified Advertisements: Practice Activity

Name: ___________________________ Date: ___________________________

Practice

Directions: Use the Classified Advertisements document to answer the following questions.

1. What is the street address for the garage sale that advertises a bass boat?

2. What breed of dog was found on Mercy Circle Drive?

3. Under which subheading is the dog pen listed?

4. How much does it cost to place a 20-word ad in the newspaper? What is the textual evidence that supports your answer?

5. Which words help the reader understand the meaning of deadline as used in the “Want to Place An Ad?” section in column 3?

Analyze and Evaluate

6. Identify the types of information (age, breed, color, etc.) found in the two advertisements below. Record your findings in the appropriate box.

<table>
<thead>
<tr>
<th>ADVERTISEMENT #1</th>
<th>ADVERTISEMENT #2</th>
</tr>
</thead>
<tbody>
<tr>
<td>ONE AKC registered, Female <strong>Saint Bernard</strong> puppy, 11 weeks old, has had first shots, $700. Call: 555-333-7272 (after 5 pm).</td>
<td><strong>For Sale:</strong> Friendly, brown dog. Not very old. $100 Call: 555-333-7342.</td>
</tr>
</tbody>
</table>

7. Based on your findings, which is the better advertisement? Support your answer with details from the completed chart.
Dear Mrs. Jones,

I will not be at school tomorrow. I have attached my math homework.

Thank you,

Shawn Howard

Email Netiquette

1. Include a short title in the Subject line.
2. Open your email with the correct greeting.
   Examples of appropriate greetings: Hi, (informal)
   Dear Mr. Smith, (formal)
3. The message should be short and to the point.
4. Use standard capitalization and spelling.
5. Skip lines between paragraphs.
6. Use CC (Carbon Copy) to send the same message to more than one person at a time. Use BCC (Blind Carbon Copy) to send the same message to more than one person at a time without letting all the recipients see everyone else's email addresses.
6. Avoid fancy fonts and the use of all capital letters.
7. Be sure to type your name at the bottom. Use both first and last names for a formal email.
8. Proofread and use spell check before sending.
Email: Practice Activity

Name: __________________________ Date: ______________________

Practice

Directions: Use the Email document to answer the following questions.

1. Who composed the email? __________________________

2. What document is attached to the email? What is the textual evidence that supports your answer? __________________________

3. What text font was used? __________________________

4. What is the author’s purpose for writing the email? __________________________

5. Which words help the reader understand the meaning of appropriate as used in the “Email Netiquette” section? __________________________

Apply

Compose an email to Marilyn DeWitt, the mayor of Trenton, requesting tourist information about her city. The mayor’s email address is mdewitt@trentoncityhall.gov. Be specific about the types of information you are requesting. Write your email on the screen below.
# Family Calendar

<table>
<thead>
<tr>
<th>Sunday</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Saturday</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10</td>
<td>11</td>
<td>12</td>
</tr>
<tr>
<td>J &amp; S-Karate 4:00-5:30</td>
<td>M–Book Report Due</td>
<td>S–School Play Tryouts T–Honor Choir 3:30–5:00</td>
<td>16</td>
<td>17</td>
<td>18 M &amp; J–Turn in Magazine Fundraiser Orders</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>14</td>
<td>15</td>
<td>16</td>
<td>17</td>
<td>18</td>
<td>19</td>
</tr>
<tr>
<td>J &amp; S-Karate 4:00-5:30</td>
<td>J &amp; S-Karate 4:00-5:30</td>
<td>T–Honor Choir 3:30–5:00</td>
<td>M–Gymnastics 5:30–6:30</td>
<td>T–Honor Choir 3:30–5:00</td>
<td>M &amp; J–Middle-School Magazine Sales Fundraiser</td>
<td></td>
</tr>
<tr>
<td>20</td>
<td>21</td>
<td>22</td>
<td>23</td>
<td>24</td>
<td>25</td>
<td>26</td>
</tr>
<tr>
<td>J &amp; S-Karate 4:00-5:30</td>
<td>J &amp; S-Karate 4:00-5:30</td>
<td>T–Honor Choir 3:30–5:00</td>
<td>M–Gymnastics 5:30–6:30</td>
<td>J &amp; S-Karate 4:00-5:30</td>
<td>J–Karate Competition, Springfield, 9:00–3:30</td>
<td></td>
</tr>
<tr>
<td>27</td>
<td>28</td>
<td>29</td>
<td>30</td>
<td>31</td>
<td></td>
<td></td>
</tr>
<tr>
<td>J &amp; S-Karate 4:00-5:30</td>
<td>J &amp; S-Karate 4:00-5:30</td>
<td>J–Math Test T–Honor Choir 3:30–5:00</td>
<td>M–Book Report Due</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Children Key:**
- M = Mary
- T = Teresa
- J = Jim
- S = Susan

**Family Calendar:** Practice Activity
Family Calendar: Practice Activity

Name: ________________________________ Date: __________________

Practice

Directions: Use the Family Calendar document to answer the following questions.

1. Which child is scheduled to attend Jill’s birthday party? __________________________
2. Which activity does Teresa attend every Wednesday? ____________________________
3. All the children are scheduled to attend which activity? __________________________
4. Why is January 12 the best Saturday for Mrs. Sullivan to schedule a family night at the movies? What is the textual evidence that supports your answer? __________________________
   ____________________________
5. What is the date of Jim’s math test? __________________________

Apply

Fill in the calendar showing your scheduled family activities for a week.

<table>
<thead>
<tr>
<th>Sunday</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Saturday</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Key:
Food Nutrition Labels

A food nutrition label is printed somewhere on the outside of most packaged food. The Food and Drug Administration (FDA) requires the ingredients be listed in order, starting with the most used products to the least used products in the food.

<table>
<thead>
<tr>
<th></th>
<th>Yum Yum Cereal Nutrition Facts</th>
<th>Multi Grain Cereal Nutrition Facts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Serving Size</td>
<td>3/4 Cup (30 g/1.0 oz.)</td>
<td>1 Cup (29 g)</td>
</tr>
<tr>
<td>Servings Per Container</td>
<td>About 18</td>
<td>About 16</td>
</tr>
<tr>
<td>Amount Per Serving</td>
<td>Cereal</td>
<td>Cereal with 1/2 cup Vitamins A&amp;D Fat Free Milk</td>
</tr>
<tr>
<td>Calories</td>
<td>120</td>
<td>160</td>
</tr>
<tr>
<td>Calories from Fat</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>% Daily Value**</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Fat</td>
<td>0g*</td>
<td>0%</td>
</tr>
<tr>
<td>Saturated Fat</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Trans Fat</td>
<td>0g</td>
<td>0%</td>
</tr>
<tr>
<td>Cholesterol</td>
<td>0mg</td>
<td>0%</td>
</tr>
<tr>
<td>Sodium</td>
<td>150mg</td>
<td>8%</td>
</tr>
<tr>
<td>Potassium</td>
<td>75mg</td>
<td>2%</td>
</tr>
<tr>
<td>Total Carbohydrates</td>
<td>32g</td>
<td>10%</td>
</tr>
<tr>
<td>Dietary Fiber</td>
<td>3g</td>
<td>10%</td>
</tr>
<tr>
<td>Sugars</td>
<td>12g</td>
<td>8%</td>
</tr>
<tr>
<td>Other Carbohydrates</td>
<td>17g</td>
<td></td>
</tr>
<tr>
<td>Protein</td>
<td>2g</td>
<td></td>
</tr>
<tr>
<td>Vitamin A</td>
<td>10%</td>
<td>15%</td>
</tr>
<tr>
<td>Vitamin C</td>
<td>20%</td>
<td>20%</td>
</tr>
<tr>
<td>Calcium</td>
<td>10%</td>
<td>15%</td>
</tr>
<tr>
<td>Iron</td>
<td>45%</td>
<td>45%</td>
</tr>
<tr>
<td>Thiamin</td>
<td>35%</td>
<td>40%</td>
</tr>
<tr>
<td>Riboflavin</td>
<td>35%</td>
<td>45%</td>
</tr>
<tr>
<td>Niacin</td>
<td>25%</td>
<td>25%</td>
</tr>
<tr>
<td>Vitamin B₁₂</td>
<td>25%</td>
<td>35%</td>
</tr>
<tr>
<td>Folic Acid</td>
<td>25%</td>
<td>25%</td>
</tr>
<tr>
<td>Vitamin B₁₂</td>
<td>35%</td>
<td>45%</td>
</tr>
</tbody>
</table>

INGREDIENTS: WHOLE GRAIN WHEAT, SUGAR, SODIUM CHLORIDE, HIGH FRUCTOSE CORN SYRUP, MALT FLAVORING, NATURAL AND ARTIFICIAL FLAVOR.

VITAMINS AND MINERALS: IRON, CALCIUM CARBONATE, NICAMINIDE, ASCORBIC ACID (VITAMIN C), VITAMIN B₆, VITAMIN B₁₂, FOLIC ACID.
Food Nutrition Labels: Practice Activity

Name: __________________________________________ Date: ______________________

Practice

Directions: Use the Food Nutrition Label document to answer the following questions.
1. Which cereal has the **most** sugar per serving? What is the textual evidence that supports your answer?

2. Which cereal has the **fewest** calories per serving?

3. What is the main ingredient in Multi Grain Cereal?

4. How many grams of carbohydrates are in a serving of Yum Yum Cereal?

5. Which words help the reader understand the meaning of **ingredients** as used on the food nutrition labels?

Analyze and Evaluate

6. Compare the food nutrition labels of three actual breakfast cereals that you have at home or that the teacher brings to class. Record your data in the chart below.

<table>
<thead>
<tr>
<th>Nutrition Information (per serving)</th>
<th>Cereals</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Cereal A</td>
</tr>
<tr>
<td>Serving Size</td>
<td></td>
</tr>
<tr>
<td>Calories</td>
<td></td>
</tr>
<tr>
<td>Total Fat</td>
<td></td>
</tr>
<tr>
<td>Cholesterol</td>
<td></td>
</tr>
<tr>
<td>Sodium</td>
<td></td>
</tr>
<tr>
<td>Potassium</td>
<td></td>
</tr>
<tr>
<td>Carbohydrates</td>
<td></td>
</tr>
<tr>
<td>Fiber</td>
<td></td>
</tr>
<tr>
<td>Sugar</td>
<td></td>
</tr>
<tr>
<td>Protein</td>
<td></td>
</tr>
<tr>
<td>Iron</td>
<td></td>
</tr>
</tbody>
</table>

7. Which of the three cereals is best for a healthy diet? Explain your answer using data from the above chart.
Answer Keys

Practice Activities
Classified Advertisements (p. 4)
1. 142 Hayward Street  2. Lab  3. Pets/Pet Supplies
4. $5.00; The rate is 25 cents per word.
5. must be submitted by

Email (p. 6)  1. Shawn Howard  2. Math homework; I have attached my math homework. 3. Arial 4. inform
teacher of absence and send homework  5. correct

Family Calendar (p. 8)  1. Susan  2. honor choir
3. family game night  4. It is the only Saturday night without any scheduled activities; Calendar for that date is blank.  5. January 30

Food Nutrition Label (p. 10)  1. Yum Yum; Yum Yum has 12g of sugar and Multi Grain has 6g.  2. Multi Grain
3. whole grain corn  4. 32g  5. Answers will vary, but may include: whole grain wheat, sugar, whole grain oats, salt, whole grain barley, fructose, corn syrup

Internet Search Screen (p. 12)  1. How to Search Tips
2. horses  3. www.horseshorseshorses.net
4. Breeds of Horses; horses that can be found on six different continents  5. breeding programs

Recipe (p. 14)  1.  4  2. Too much air left inside may force the bag to open during shaking. 3. 5–8 min.
4. 1 cup; doubled the 1/2 cup milk  5. reduces

Restaurant Menu (p. 16)  1. homestyle minestrone soup; $3.95  2. 18”  3. From Our Ovens to Your Table
4. 4 to 5  5. $14.50

Safety Rules (p. 18)  1. lifeguard; Swimming is allowed only when a lifeguard is on duty.  2.  3. 10:30 a.m.
to 11 p.m.  4. concession stand area  5. food and beverages

Sales Flyer (p. 20)  1. XXL  2. $36.00  3. October 15
4. 2; white/blue and gray/blue  5. Come Soar With Us

Apply:
Station Two: Real-Life Scenarios (p. 25)
Station One: Vocabulary (p. 24)

Learning Stations Activity
Scenario One: No; “Attempts by the consumer to have this product repaired will void this warranty,” or “What is not covered by the warranty? unauthorized attempts to repair”
Scenario Two: No; “What is not covered by the warranty? products that were sold ‘AS IS’”

Station Three: Returns (p. 26)
1. Horizons Manufacturing Company, Attn: Returns Department, 310 N. Randolph Street, Anytown, USA 78925
4. consumer  5. remote control and owner’s manual
6. HR-7500  7. Mary Cameron

Station Four: Details, Details, Details (p. 27)
1. one year  2. Horizons  3. television
4. 1-555-123-6789  5. retailer  6. Answers will vary.
7. repaired or exchanged for a similar product  8. refund or product exchange  9. state laws
10. Answers will vary.

Assessment Prep
Assembly Instructions (p. 29)
1. c  a  3. c  4. b  5. d  6. b  7. b  8. c  9. c  10. a
Brochure (p. 31)
Bus Schedule (p. 33)
1. c  2. a  3. c  4. a  5. d  6. d  7. c  8. b  9. c  10. b

Calendar of Events (p. 35)
1. b  2. a  3. b  4. d  5. c  6. d  7. b  8. a  9. b  10. b

Class Schedule (p. 37)

Game Rules (p. 39)
1. b  2. a  3. b  4. c  5. a  6. a  7. a  8. d  9. b  10. d

Mall Directory (p. 41)
1. d  2. b  3. d  4. c  5. b  6. b  7. a  8. a  9. c  10. b

Movie Guide (p. 43)
1. c  2. d  3. b  4. c  5. a  6. a  7. b  8. c  9. c  10. a

Permission Letter (p. 45)
1. b  2. a  3. b  4. b  5. c  6. b  7. d  8. c  9. b  10. a

Poster (p. 47)
1. d  2. a  3. c  4. d  5. a  6. b  7. c  8. b  9. b  10. a

School Lunch Menu (p. 49)

Science Experiment (p. 51)
1. b  2. c  3. a  4. b  5. a  6. a  7. c  8. b  9. c  10. d

Student Handbook (p. 53)

Website Page (p. 55)

Text Message (p. 21)  1. Are you going to the game tonight? I need a ride. Can you pick me up? Let me know. Thanks.  2. Answers will vary.

Learning Stations Activity
Station One: Vocabulary (p. 24) Answers will vary.
Station Two: Real-Life Scenarios (p. 25)
Scenario One: No; “Attempts by the consumer to have