Heat in Print

Compare official and descriptive diction in a local heat advisory report.

CCSS.ELA-Literacy.RI.9-10.4 "Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g.,..."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline three official or technical phrases and circle three image-rich or figurative phrases. In the margin, write O beside the underlined phrases and I beside the circled phrases to track how the language creates different tones.

A City Heat Advisory

1 At 6:00 a.m., the Riverton Office of Emergency Management issued a heat advisory after the National Weather Service forecast a heat index of 103 degrees. The notice stated that cooling centers would open at libraries, recreation buildings, and the transit station from noon until 8:00 p.m. It asked residents to limit strenuous outdoor activity, drink water regularly, and check on older neighbors. City crews were directed to inspect public fountains and distribute bottled water at bus stops. The advisory would remain in effect until the heat index fell below 100 degrees.

2 By early afternoon, the concrete around Maple Avenue shimmered, and the metal bench outside the transit station was too hot to touch. A local reporter described riders stepping into the cooling center with damp shirts and water bottles pressed to their foreheads. Near the entrance, a volunteer refilled a paper cup for a man who said his apartment's fan only pushed warm air. Buses arrived with doors folding open like brief gusts of shade, then pulled away into the glare. Inside, children sat on the floor beside a humming portable fan while their parents waited for the sun to sink.

3 At 7:30 p.m., city officials reported that 1,146 people had used the cooling centers. The update recorded no changes to transit routes but noted that extra water had been delivered to seven bus stops. It also listed a phone number for residents seeking transportation to a center. Across town, the pavement still released heat after sunset, and a line formed at the library door as evening approached. A teenager held a small dog against her chest, while an employee handed out wristbands and counted each person entering. The advisory expired the next morning.

2 ANSWER WITH EVIDENCE

Use the passage

1. What does the technical phrase "heat index" mean as it is used in paragraph 1? Use two details from the paragraph to support your explanation.

2. In paragraph 2, what does the comparison "like brief gusts of shade" suggest about the buses? Explain the effect of this figurative phrase.

3. What feeling does the word "glare" add to the description of the sun in paragraph 2? How would the effect change if the reporter used the more neutral word "sunlight"?

4. Compare the city language in paragraph 3 with the reporter's language in paragraph 2. Cite one phrase from each paragraph, then explain how their word choices together shape the reader's view of the heat emergency.

3 YOUR TURN

Your own words

Write three sentences, 45 to 60 words total, about a school heat-safety action. In sentence 1, use an official or technical phrase. In sentence 2, use a figurative comparison and a connotative word to describe a student's experience. In sentence 3, explain how your word choices create two different tones.

ANSWER KEY

Heat in Print

HIGH SCHOOL · RI.9-10.4

PART 1 · READ AND MARK

Underline three official or technical phrases and circle three image-rich or figurative phrases. In the margin, write O beside the underlined phrases and I beside the circled phrases to track how the language creates different tones. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	What does the technical phrase "heat index" mean as it is used in paragraph 1? Use two details from the paragraph to support your explanation.	**It is a numbered measure of dangerous heat used to make safety decisions. The forecast is 103 degrees, and the advisory stays active until it falls below 100 degrees.**
2	In paragraph 2, what does the comparison "like brief gusts of shade" suggest about the buses? Explain the effect of this figurative phrase.	**It suggests that the buses offer only a short moment of relief from the heat. The phrase makes shade seem scarce and temporary.**
3	What feeling does the word "glare" add to the description of the sun in paragraph 2? How would the effect change if the reporter used the more neutral word "sunlight"?	**"Glare" suggests harsh, blinding brightness and makes the heat feel unpleasant. "Sunlight" would sound more neutral and less intense.**
4	Compare the city language in paragraph 3 with the reporter's language in paragraph 2. Cite one phrase from each paragraph, then explain how their word choices together shape the reader's view of the heat emergency.	**The city phrase "recorded no changes to transit routes" sounds methodical and administrative, while a phrase such as "damp shirts" or "the glare" creates a vivid image of discomfort. Together, the choices show both the organized response and the physical strain on residents.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

At 1:00 p.m., the school activated its hydration protocol and moved soccer practice indoors. In the hallway, students drifted past the water fountain as if crossing a desert, their tired faces shiny with sweat. The official terms sound organized, while the image and the word tired make the heat feel exhausting.

Accept reasonable context-based explanations of technical, figurative, and connotative language when students support them with passage details. For the open task, accept varied school actions and tones if the response meets the sentence, word-count, and language requirements.