Design for Urgency

Analyze how an alert page organizes information for public action.

11.P.AC.1.d "Describe, analyze, and evaluate the design and organization of the text, explaining how specific formats, structures, patterns, and features influence the audience, contribute to the text's accessibility, and support the text's purpose..."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline three design or structure choices in the passage. Circle one feature that improves access, then number the passage sections 1, 2, and 3 to show how the information is layered.

A Heat Advisory Page

(1) When a city issues a heat advisory, its public information page must serve people who may have only a few minutes to plan. The page opens with a bold status line, "Heat Advisory, noon Tuesday through 8 p.m. Friday," followed by a one-sentence summary. This top-down order lets a commuter see the timing before reading details. A linked translation menu and plain-language labels such as "Who is at risk?" widen access for readers who use another language or need direct wording. The design treats speed and clarity as safety needs.

(2) Next, short sections answer practical questions in a predictable sequence: expected conditions, health risks, places to cool down, and steps to take. Each section has a descriptive heading, so a reader can scan for one need instead of reading every sentence. Bulleted actions, including "drink water regularly" and "check on neighbors," separate urgent advice from explanation. The pattern also supports readers using screen readers because headings can help them move through a page. However, a long list of cooling-center addresses without neighborhood labels could slow someone trying to find a nearby site.

(3) The final section gives sources, a phone number for city services, and the date and time of the last update. Placing these details last keeps the main safety instructions near the beginning while still allowing readers to verify information or ask for help. The page's organization is not neutral: it assumes that readers need an immediate decision, then fuller support. Its layered format, status line, headings, bullets, and contact details helps a broad public act quickly, although useful information can still become hard to locate if labels are vague or updates are old.

2 ANSWER WITH EVIDENCE

Use the passage

1. How does the status line at the beginning influence a commuter who needs information quickly?

2. Explain how the sequence of sections in paragraph 2 supports the page's purpose.

3. Identify one feature that makes the page more accessible. Explain how it helps a particular group of readers.

4. Evaluate the address-list problem described in paragraph 2. Why could it weaken the page's design for its audience?

3 YOUR TURN

Your own words

Write 80 to 110 words proposing the design of a one-page school closure notice. Name at least three features or structural choices, explain how each supports the audience, purpose, or accessibility, and identify one possible weakness.

ANSWER KEY

Design for Urgency

GRADE 11 · 11.P.AC.1.d

PART 1 · READ AND MARK

Underline three design or structure choices in the passage. Circle one feature that improves access, then number the passage sections 1, 2, and 3 to show how the information is layered. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	How does the status line at the beginning influence a commuter who needs information quickly?	**It gives the advisory and its time period before details, so a commuter can quickly decide whether the alert affects their plans.**
2	Explain how the sequence of sections in paragraph 2 supports the page's purpose.	**The sequence moves from conditions and risks to cooling locations and actions. It helps readers understand the danger and then find practical ways to respond.**
3	Identify one feature that makes the page more accessible. Explain how it helps a particular group of readers.	**A translation menu helps readers who use another language access the information. Accept answers that accurately explain another passage feature, such as plain-language labels or screen-reader-friendly headings.**
4	Evaluate the address-list problem described in paragraph 2. Why could it weaken the page's design for its audience?	**Addresses without neighborhood labels could make it difficult for a reader to find a nearby cooling center quickly, weakening the page's goal of helping people act fast.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

To inform families about a sudden school closure, I would begin with a bold date, closure status, and reopening time. Next, headings would separate transportation, meals, and online assignments so readers could scan for their need. Bullets would list bus changes in brief, direct language. A translation link and phone number would support families who need another language or cannot access the internet easily. I would place the update time at the bottom. One weakness is that a long transportation section could hide an important meal notice, so each heading should stay short and specific.

Accept equivalent explanations that connect a specific design choice to the audience, accessibility, or purpose. For the open response, require at least three named choices, accurate reasoning about their effects, and one plausible limitation.