

Heat Guide Blueprint

Analyze how a public-information page directs readers under pressure.

12.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 each heading, circle every action verb that tells the reader what to do, and number the three paragraphs 1, 2, and 3; then write a two- to four-word margin label for each paragraph's job so you can trace how the page guides a hurried reader.

HEAT ALERT: A SHORT GUIDE FOR A HOT AFTERNOON

- ① **HEAT ALERT: A SHORT GUIDE FOR A HOT AFTERNOON** If the temperature is high and your home has no air-conditioning, move to a cooler public place before symptoms begin. **START HERE** 1. Drink water. Avoid alcohol. 2. Check on a neighbor who is older, lives alone, or has a health condition. 3. Choose a cool place: library, mall, community center, or another air-conditioned building. **LOOK FOR HELP NOW** Call 911 for confusion, fainting, seizures, or loss of consciousness. Move the person to a cooler place while help is coming.
- ② **CHOOSE A ROUTE** Need a ride? Call the city information line, then ask whether a cooling site is open and reachable. Need to walk? Take shade breaks. Cross at corners. Bring water. Already at a public building? Ask staff where the coolest public room is. **HOME** → shaded bus stop → library cooling room **HOME** → corner store → community center **HOME** → neighbor's apartment → call 911 If travel is not safe, remain in the coolest available room. Close blinds against direct sun. Contact someone who can check on you by phone.
- ③ **WHAT TO BRING | WHAT TO EXPECT** Bring water, needed medicines, a phone charger, and supplies for a child or pet. A cooling site may have limited seating, so call ahead if you need a wheelchair space, a quiet area, or help with transportation. **QUICK CHECK** Heat exhaustion can include heavy sweating, weakness, dizziness, nausea, headache, or fainting. Heat stroke may include confusion, seizures, or loss of consciousness. Call 911 if heat stroke is suspected. **MORE INFORMATION** For local locations and hours, use the city information line. For weather alerts, check the National Weather Service.

2 ANSWER WITH EVIDENCE _____ Use the passage

1 How does the first paragraph create a hierarchy between routine heat precautions and emergencies? Refer to the headings, numbering, and placement of information.

2 Compare the three arrow routes. What pattern separates the two cooling routes from the emergency route, and how does that pattern help a reader interpret the choices?

3 For a reader who needs one immediate travel plan, evaluate the arrow routes against the prose under "Need a ride?" and "Need to walk?" Which is easier to scan for a destination, and what useful detail does the prose add?

4 How does the page's sequence from immediate actions, to route choices, to preparation and symptom information support its purpose as a heat-safety guide?

3 YOUR TURN _____ Your own words

Create a micro-guide for a different public-safety situation, such as wildfire smoke, flooding, or a winter power outage. Use three labeled sections, a numbered action list, and one arrow path; then write two sentences evaluating how your organization helps a hurried reader and naming one accessibility improvement.

PART 1 • READ AND MARK

Underline each heading, circle every action verb that tells the reader what to do, and number the three paragraphs 1, 2, and 3; then write a two- to four-word margin label for each paragraph's job so you can trace how the page guides a hurried reader. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	How does the first paragraph create a hierarchy between routine heat precautions and emergencies? Refer to the headings, numbering, and placement of information.	The numbered START HERE list foregrounds three routine actions. The separate LOOK FOR HELP NOW heading near the end isolates emergency symptoms and the 911 instruction.
2	Compare the three arrow routes. What pattern separates the two cooling routes from the emergency route, and how does that pattern help a reader interpret the choices?	The first two routes end at cooling locations, while the third ends with call 911 after a neighbor's apartment. The different ending signals that the third route is for an emergency rather than ordinary cooling.
3	For a reader who needs one immediate travel plan, evaluate the arrow routes against the prose under "Need a ride?" and "Need to walk?" Which is easier to scan for a destination, and what useful detail does the prose add?	The arrow routes are easier to scan because each quickly shows a path and destination. The prose adds practical details, such as checking whether a site is open and reachable, taking shade breaks, crossing at corners, and bringing water.
4	How does the page's sequence from immediate actions, to route choices, to preparation and symptom information support its purpose as a heat-safety guide?	It begins with urgent actions, then offers ways to reach or find a cooler place, and ends with planning details and symptom information. This order lets a hurried reader act first and consult more detail afterward.

PART 3 • YOUR TURN (SAMPLE ANSWER)

WILDFIRE SMOKE PLAN START: 1. Check local air-quality alerts. 2. Close windows and doors. 3. Set air conditioning to recirculate if available. ROUTE: smoky outdoors → indoor room with filtered air PACK: Bring medicines, water, and a phone charger. The numbered START section lets a hurried reader find first steps before details. The arrow path shows where to go, and plain labels support scanning, though translations would improve access for more readers.

Accept supported evaluations that cite specific headings, numbering, placement, arrow routes, or section order. For the open task, require all requested format features and two evaluation sentences that explain a design choice and identify a realistic accessibility improvement.