Scan the Signal

Analyze how a practical guide reaches its intended readers.

12.P.ST.2.c "Draw from knowledge of how authors consider context and audience to determine which information and ideas to highlight, which text design is most accessible, which word choices and language structures are most effective..."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline three safety actions, circle two details that identify the intended readers, and number the three capitalized headings in the order a bus rider might need them. These marks show how the guide highlights urgent information and makes it easy to scan.

Heat-Smart Bus Rides

1 BEFORE YOU GO: If you wait for a bus after practice, a hot afternoon can feel longer than the ride home. This guide is for students who use city buses during warm weather. Check the forecast and fill a water bottle before leaving school. At the stop, stand in shade when possible, loosen extra layers, and tell an adult if you feel dizzy, faint, nauseated, or confused. These can signal heat illness. Do not wait for intense thirst before drinking, because thirst can lag behind your body's need for fluids. Check bus arrival times before you leave, then save your phone battery for the trip.

2 AT THE STOP: Make a quick plan, not a perfect one. Choose the shadiest side of a shelter or a nearby tree, but stay where the driver can see you. If the pavement seems to shimmer, remember that sunlit surfaces may be much hotter than the air. Sip water regularly. Riding with a friend? Decide where to meet if one of you misses the bus. Put the bottle where you can reach it, rather than at the bottom of a packed backpack. Watch for traffic, bicycles, and the bus as it approaches. Heat, noise, and a crowded sidewalk can divide your attention.

3 IF SOMEONE FEELS SICK: Act early. Tell the driver, a school staff member, or another trusted adult. Move the person to a cooler place if it is safe. Offer cool water only if the person is awake and able to drink. Call emergency services for confusion, fainting, seizures, or loss of consciousness. A late bus is frustrating. A heat emergency matters more. Stay with the person until help arrives, unless you must leave to get help. Keep this guide in your phone or backpack during hot-weather weeks when temperatures remain high.

2 ANSWER WITH EVIDENCE

Use the passage

1. Who is the most likely audience for this guide? Give two details from the passage that support your answer.

2. What information does the guide highlight most strongly, and why is that information a strategic priority for its audience?

3. How does the phrase “Make a quick plan, not a perfect one” fit the guide's audience and purpose?

4. How do the three capitalized headings make the guide more accessible? Identify the situation signaled by each heading.

3 YOUR TURN

Your own words

Write a 70 to 90 word mini-guide for ninth graders attending their first crowded school assembly. Use a capitalized heading, highlight three useful actions, include one word or phrase that fits this audience, and end with a contrast between a minor concern and the main priority.

ANSWER KEY

Scan the Signal

GRADE 12 · 12.P.ST.2.c

PART 1 · READ AND MARK

Underline three safety actions, circle two details that identify the intended readers, and number the three capitalized headings in the order a bus rider might need them. These marks show how the guide highlights urgent information and makes it easy to scan. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	Who is the most likely audience for this guide? Give two details from the passage that support your answer.	**Students who ride city buses in warm weather. Supporting details include waiting after practice, leaving school, carrying a backpack, and riding with a friend.**
2	What information does the guide highlight most strongly, and why is that information a strategic priority for its audience?	**It emphasizes heat-safety actions, including drinking water, finding shade, recognizing illness, and getting adult or emergency help. Bus-riding students need quick, practical directions during hot weather.**
3	How does the phrase "Make a quick plan, not a perfect one" fit the guide's audience and purpose?	**It recognizes that students may be managing heat, traffic, noise, and a bus arrival. The contrast urges them to make a useful immediate choice instead of trying to create an elaborate plan.**
4	How do the three capitalized headings make the guide more accessible? Identify the situation signaled by each heading.	**The headings let readers scan for the needed situation: preparation before leaving, decisions while waiting at the stop, and steps to take if someone becomes ill.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

FIRST ASSEMBLY: Arrive a few minutes early and check the posted seating map. Keep your backpack under your chair or against your legs so the aisle stays clear. If you cannot find your class, ask a student leader in a colored badge. The room may feel huge on your first day, but you do not need to know everyone. A wrong seat is awkward. Following staff directions and keeping exits open matters more.

Accept responses that make purposeful choices for ninth graders, prioritize three relevant actions, and use the required heading and final contrast. Wording and specific assembly advice may vary if the design, audience awareness, and contrast are clear.