Built to Guide

Analyze how map features direct a visitor.

8.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 the three all-caps headings, circle two repeated route details in the middle paragraph, and number the major sections 1, 2, and 3. These marks will help you analyze how the map guides visitors.

A Map That Guides

1. START WITH THE MAP: At the entrance to Harbor Point Park, visitors can pick up a trail map. The map uses a large "You Are Here" dot, a simple key, and colored paths. It first shows the whole park, then names major places such as the pier, restrooms, and picnic area. This broad-to-specific order helps a visitor get oriented before choosing a route. A short sentence beneath the title tells readers that paths may close after heavy rain.

2. CHOOSE A ROUTE: Below the overview, the map groups three popular walks in a box called "Pick Your Path." Each route has a number, a distance, a time estimate, and one matching color. For example, the green route is marked 1, followed by 0.8 mile and "about 20 minutes." A wheelchair symbol appears beside the paved route. These repeated details let visitors compare choices quickly, including visitors who need a smoother surface or have limited time.

3. CHECK BEFORE YOU GO: A yellow box at the bottom separates safety information from route choices. Its heading tells readers what the box is for, and its bullet points use short, direct language: carry water, stay on marked paths, and check the weather. The final line gives the park website for current closures. By placing this information last, the map lets visitors plan first and then review details that could affect the trip. The layout supports a safe, independent visit.

2 ANSWER WITH EVIDENCE

Use the passage

1. How does the broad-to-specific order in the first section influence a visitor?

2. Which details repeat for each route in "Pick Your Path," and how does that pattern help visitors?

3. Why does the map place a wheelchair symbol beside the paved route?

4. Why is the yellow safety box placed at the bottom instead of mixed with the route descriptions?

3 YOUR TURN

Your own words

Create a 70-90 word mini-guide for a new student using a title, two all-caps section labels, and a numbered two-step list. Then write exactly two sentences explaining how the labels and numbered list make the guide accessible and support its purpose.

ANSWER KEY

Built to Guide

GRADE 8 · 8.P.AC.1.d

PART 1 · READ AND MARK

Underline the three all-caps headings, circle two repeated route details in the middle paragraph, and number the major sections 1, 2, and 3. These marks will help you analyze how the map guides visitors. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	How does the broad-to-specific order in the first section influence a visitor?	**It helps the visitor understand the whole park and get oriented before choosing a route.**
2	Which details repeat for each route in "Pick Your Path," and how does that pattern help visitors?	**Each route includes a number, distance, time estimate, and matching color. The repeated pattern helps visitors compare routes quickly.**
3	Why does the map place a wheelchair symbol beside the paved route?	**The symbol helps visitors who need a smoother surface identify a route that may fit their needs.**
4	Why is the yellow safety box placed at the bottom instead of mixed with the route descriptions?	**The separate box lets visitors plan a route first, then review safety details and closure information that could affect the trip.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Finding the Art Room START HERE: Enter the east doors and follow the blue floor arrows to the second hall. 1. Turn left at the water fountain. 2. Stop at Room 214, beside the display case. NEED HELP? Ask the library desk staff, who can point out the elevator if stairs are difficult. The room opens ten minutes before club meetings, and the blue arrows begin beside the attendance office. A printed map is available at the desk. The all-caps labels break the directions into easy-to-scan parts for a student walking through an unfamiliar building. The numbered list puts the turns in order, so the guide helps the student reach the room without guessing.

Accept equivalent explanations that connect a feature to visitors' ability to find, compare, or safely use information. For Part 3, check for the required format, a logical guide, and two sentences that explain the purpose of the labels and numbered list.