Pages That Change

Read a model for a linked, updateable community guide

C.11-12.4 "Use digital resources to create, publish and update individual or shared products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically..."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline two ways readers can reach source information, circle two ways the guide changes what readers see, and number the steps used to update it. Use your marks to track how this digital product helps readers.

The Cedar High Rain Guide

1. Welcome to Cedar High's rain guide, a sample website for students who want to understand where water goes on campus. Start with the courtyard: its paved surface sends rainwater toward a drain, while nearby soil can absorb some water. Select **How rain gardens work** to open the U.S. Environmental Protection Agency's *Soak Up the Rain* page at epa.gov/soakuptherain. The link leads to an explanation rather than repeating it here. A source note below the courtyard description reads: U.S. Environmental Protection Agency, "Soak Up the Rain," epa.gov/soakuptherain.

2. Choose **Before Rain** or **After Rain** to switch between two short campus checklists. The first asks readers to locate drains and keep loose trash away from them. The second asks readers to record puddles from a safe place and note when they disappear. The guide does not claim that one puddle proves a drainage problem. Readers can also select **Quick View** for the checklist alone or **Full View** for the checklist with explanations and sources. Both views use the same records, so changing views does not change the evidence.

3. Students share editing access to the guide, but changes do not appear publicly the moment someone types them. After each storm, one editor adds dated observations to a shared draft. A second editor checks the notes against the original records and updates the public checklist if needed. The editors then post a short change note explaining what changed and when. If they add safety advice, they check an official source first. For example, the guide can link readers to the National Weather Service's *Flood Safety* page at weather.gov/safety/flood instead of presenting student observations as expert advice.

2 ANSWER WITH EVIDENCE

Use the passage

1. Why does the guide link to the EPA page instead of placing that page's full explanation in the courtyard section?

2. A reader wants only the checklist. Which view should they select, and what information would Full View add?

3. After a storm, what must happen between adding an observation to the shared draft and changing the public checklist?

4. Identify two different ways the guide directs readers to source information. How is each presented?

3 YOUR TURN

Your own words

Draft a 70 to 95 word homepage plan for a digital guide about heat at a bus stop. Include two switchable views, a descriptive link to the EPA's *Heat Islands* page (epa.gov/heatislands), a citation in a different format for the National Weather Service's *Heat Safety* page (weather.gov/safety/heat), and one specific update a class editor could make after collecting new observations.

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PART 1 · READ AND MARK

Underline two ways readers can reach source information, circle two ways the guide changes what readers see, and number the steps used to update it. Use your marks to track how this digital product helps readers. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	Why does the guide link to the EPA page instead of placing that page's full explanation in the courtyard section?	**The link gives readers access to the EPA's explanation without repeating it in the guide.**
2	A reader wants only the checklist. Which view should they select, and what information would Full View add?	**They should select Quick View. Full View adds explanations and sources to the same checklist.**
3	After a storm, what must happen between adding an observation to the shared draft and changing the public checklist?	**A second editor must check the observation against the original records.**
4	Identify two different ways the guide directs readers to source information. How is each presented?	**The guide uses a selectable link to the EPA page and a written source note with the agency, page title, and URL. It also proposes a link to the National Weather Service page.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Our bus stop guide lets riders switch between Shade View, which lists places to wait out of direct sun, and Detail View, which adds observation dates and notes about when each spot is shaded. Select **Why paved places get hotter** to open the EPA's *Heat Islands* page at epa.gov/heatislands. For heat safety guidance, the guide cites a separate source: National Weather Service, "Heat Safety," weather.gov/safety/heat. After students record shade at different times, a class editor can revise the waiting-place list and post the date of the change.

For the open task, accept a different useful pair of views or update if the plan explains them clearly. Check that the EPA link has descriptive text and that the National Weather Service source is cited in a second format.