A Voice That Works

Notice how an explanatory voice stays vivid and precise.

11-12.W.2.e "Establish a clear, engaging voice."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline three phrases that give the explanation a vivid voice, and circle two phrases that keep its claims measured. Choose phrases you could point to when explaining how the writer earns a reader's attention and trust.

The Wait in the Heat

1 At 3:15 on a July afternoon, a bus stop can feel like a frying pan with a schedule. The metal bench is too hot to trust, and the narrow pole throws almost no shade. Waiting riders cannot simply step indoors without risking the bus. Heat here is not just a number on a weather app. Sunlight warms pavement and nearby walls, which then release heat into the space where people stand. Direct sun also adds to the strain. A stop designed only to display a route may leave riders exposed during the hottest part of the day.

2 A shelter changes that experience, but its roof is not a magic switch. By blocking direct sunlight, it can make waiting more comfortable even if the surrounding air stays hot. A seat beneath the roof also matters to someone who cannot stand for twenty minutes. Yet a shelter placed beside a wide, sunlit road may still offer little relief when heat radiates from the pavement. Trees can add shade along the walk to the stop, though young trees take time to grow. Effective design asks a practical question: Where will people actually wait, walk, and sit?

3 Imagine two stops on the same route. One has a spotless sign and a bench in full sun; the other has a shaded seat and a clear path to reach it. Both announce the bus, but only one considers the person catching it. That distinction should guide improvements. Transit agencies can examine where shade falls at different hours, ask riders about their waits, and prioritize stops used by people with limited mobility. None of these steps will erase a heat wave. Together, however, they can turn a routine wait from an endurance test into a more usable part of the trip.

2 ANSWER WITH EVIDENCE

Use the passage

1. How does the opening comparison, "a frying pan with a schedule," make the explanation engaging while keeping its subject clear?

2. In paragraph 2, how does "not a magic switch" shape the writer's voice? Use a nearby detail to explain.

3. What does the question at the end of paragraph 2 invite readers to consider, and how does that choice shape the voice?

4. How does the contrast between the two stops in paragraph 3 support the writer's clear, people-centered voice?

3 YOUR TURN

Your own words

Write a 75- to 100-word informational paragraph proposing a practical change to a shared school space other than a transit stop. Use a vivid but accurate image, include specific physical details, acknowledge one limitation, and end with a clear practical point.

ANSWER KEY

A Voice That Works

HIGH SCHOOL · 11-12.W.2.e

PART 1 · READ AND MARK

Underline three phrases that give the explanation a vivid voice, and circle two phrases that keep its claims measured. Choose phrases you could point to when explaining how the writer earns a reader's attention and trust. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	How does the opening comparison, "a frying pan with a schedule," make the explanation engaging while keeping its subject clear?	**The familiar image makes the heat easy to picture, while "schedule" keeps the focus on the experience of waiting for a bus.**
2	In paragraph 2, how does "not a magic switch" shape the writer's voice? Use a nearby detail to explain.	**It gives the writer a direct, conversational voice without overstating the solution. The writer explains that a roof blocks sunlight but may not cool the surrounding air.**
3	What does the question at the end of paragraph 2 invite readers to consider, and how does that choice shape the voice?	**It asks readers to consider where riders actually wait, walk, and sit. The voice becomes practical and focused on people rather than just structures.**
4	How does the contrast between the two stops in paragraph 3 support the writer's clear, people-centered voice?	**The contrast shows that a sign alone serves a different purpose from a shaded, accessible place to wait. It makes the writer's concern for riders concrete.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

At lunch, the hallway outside the cafeteria becomes a slow-moving river of backpacks and trays. Students seeking a place away from the busiest tables have few options beyond that current. A row of small tables in an unused alcove could give them another choice without blocking the main walkway. Staff would need to check that the tables leave exits and accessible paths clear, and the alcove might fill quickly on rainy days. Still, a modest seating area could make lunch less crowded for students who need room to breathe.

Accept other cited phrases and interpretations when students explain how the language makes the writer's perspective clear, engaging, or credible. For Part 3, look for a consistent explanatory voice as well as all four requested elements.