

Voices at the Stop

Trace how a writer's role and situation shape an argument.

6.P.ST.2.b "Draw from knowledge of author, audience, and context to discern and establish a clear point of view or unique perspective when interpreting and constructing texts. (I/C)"

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB Underline words or phrases that show the writer's point of view. Circle clues about who will read the letter, and number three details that explain the situation in which it was written.

A Letter About Bus Stops

- ① Dear Riverton City Council, I am writing as a sixth-grade member of the Student Transit Advisory Team. Each morning, students wait at bus stops along Maple Avenue, where there are few trees and no shelters. In September, our team counted 46 students standing in direct sun at the Oak Street stop. We ask you to add shade shelters before next summer. This is not only a comfort issue. Hot pavement and crowded sidewalks make the wait harder for younger riders and families with small children.
- ② Some adults may see shelters as an extra expense, but students see the problem from curb level. We carry backpacks, musical instruments, and sports gear while watching for traffic. On rainy days, several riders squeeze beneath the tiny awning outside a closed shop. A shelter with a bench would give us a safer place to wait and would keep the sidewalk clearer. Because students use these stops every school day, our observations should help guide the council's decision.
- ③ We understand that the council must plan for many needs, including road repairs and park equipment. Still, a small pilot project at the Oak Street and Maple Avenue stops could show whether shelters improve the daily trip for riders. The city could ask bus drivers, nearby residents, and students for feedback after one season. We hope you will include student voices when you discuss the transportation budget on October 14. People who wait for the bus can describe details that planners may not notice from an office.

2 ANSWER WITH EVIDENCE Use the passage

1 What is the writer's role, and how does that role shape the details in the letter?

2 Who is the intended audience? Give two clues from the letter that support your answer.

3 What situation caused the writer to send this letter now?

4 State the writer's point of view about bus shelters. How does the writer's perspective make this point of view different from an adult's perspective?

3 YOUR TURN Your own words

Choose one change you want at your school or in your community. Write a 70-90 word message to a real decision-making audience, using the perspective of a specific role and at least two details that fit the audience and situation.

PART 1 • READ AND MARK

Underline words or phrases that show the writer's point of view. Circle clues about who will read the letter, and number three details that explain the situation in which it was written. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	What is the writer's role, and how does that role shape the details in the letter?	The writer is a sixth-grade member of the Student Transit Advisory Team. This role leads the writer to focus on what students experience while waiting for buses.
2	Who is the intended audience? Give two clues from the letter that support your answer.	The intended audience is the Riverton City Council. Clues include the greeting "Dear Riverton City Council" and the request to consider the transportation budget.
3	What situation caused the writer to send this letter now?	Students are waiting at bus stops with little shade or shelter, and the council will discuss the transportation budget on October 14 before next summer.
4	State the writer's point of view about bus shelters. How does the writer's perspective make this point of view different from an adult's perspective?	The writer believes the city should add shade shelters. As a student who waits at bus stops, the writer notices daily problems such as heat, rain, crowded sidewalks, and carrying school gear.

PART 3 • YOUR TURN (SAMPLE ANSWER)

Dear Principal Lee, As a student who uses the library before school, I support opening it fifteen minutes earlier. Many students arrive when the cafeteria is noisy, and some need a quiet place to finish homework or read. The library already has tables and staff nearby when the building opens. Please consider trying the earlier time during the winter months, when students cannot wait outside comfortably. A short survey could help you learn whether families and students use the change.

Accept answers that identify the council as the audience, the student transit team member as the author, and the need for shelters as the writer's point of view. For Part 3, accept varied topics if the response clearly matches a specific perspective, audience, and context.