# Bridge Voices

Trace how role, audience, and situation shape a message.

**6.T.C.2** "Authors & Speakers: Analyze how authors' and/or speakers' perspectives influence texts and how circumstances shape their creation."

NAME _____ DATE _____

## 1 READ AND MARK

Read it twice

**YOUR JOB** Underline details shaped by Maya's role as a reporter, circle details shaped by Luis's experience as a student, and number one detail that shows how a writing or speaking situation shaped a text.

### A Bridge Closes

1 On October 12, the town of Pine Hollow announced that its only footbridge would close for repairs. The bridge crossed Willow Creek and linked the east neighborhood to the library, park, and middle school. For many residents, the closure meant a longer trip by bus or car. The Pine Hollow Gazette asked two local writers to describe the news. Their pieces appeared on the same day, but each writer had different experiences with the bridge and different reasons for writing.

2 Reporter Maya Chen wrote a news article for commuters who needed clear travel information before Monday morning. She began with the closing date, then listed the temporary bus route and repair schedule. Maya had interviewed town engineers, so her article quoted their estimate that work would take six weeks. Her calm, practical wording showed her goal: help readers plan. Although Maya had crossed the bridge as a child, she did not describe her own memories because the Gazette assigned her to report verified facts.

3 Across town, eighth grader Luis Ortega recorded a speech for the student council website. Luis used the bridge every day to reach soccer practice, and the detour would make him late. In his speech, he called the closure "a problem for students" and asked the council to request a later activity bus. He did not explain the engineers' repair plan in detail. Speaking as a student with an immediate concern, Luis focused on a solution that would help classmates after school.

## 2 ANSWER WITH EVIDENCE

Use the passage

1. Which details in Maya's article show that she writes for commuters? Explain how those details serve her audience.

2. Why does Maya leave out her childhood memories of the bridge? How does that choice fit her assignment?

3. How do Luis's daily routine and audience shape what he says in his speech?

4. How is Luis's focus different from Maya's focus, and what different perspectives cause that difference?

## 3 YOUR TURN

Your own words

Create a school event, such as a schedule change or a closed space. Write 2 or 3 sentences from one person's perspective, and include a circumstance that shapes what the person chooses to say.

**ANSWER KEY** # Bridge Voices



## PART 1 · READ AND MARK

Underline details shaped by Maya's role as a reporter, circle details shaped by Luis's experience as a student, and number one detail that shows how a writing or speaking situation shaped a text. Accept any marking that follows this job and points at the right text.

## PART 2 · ANSWERS

| # | QUESTION | ANSWER |
|---|---|---|
| 1 | Which details in Maya's article show that she writes for commuters? Explain how those details serve her audience. | **She gives the closing date, temporary bus route, and repair schedule. These details help commuters plan their travel.** |
| 2 | Why does Maya leave out her childhood memories of the bridge? How does that choice fit her assignment? | **The Gazette assigned Maya to report verified facts, so she leaves out personal memories and focuses on factual information.** |
| 3 | How do Luis's daily routine and audience shape what he says in his speech? | **Because the detour could make him late for soccer practice, Luis focuses on students' needs and asks the student council for a later activity bus.** |
| 4 | How is Luis's focus different from Maya's focus, and what different perspectives cause that difference? | **Maya focuses on travel facts and repair information as a reporter for commuters. Luis focuses on an after-school bus solution as a student affected by the detour.** |

## PART 3 · YOUR TURN (SAMPLE ANSWER)

When the cafeteria closes for repairs, I will have to eat lunch in the gym, where it is noisy. Because I supervise the chess club after lunch, I ask the principal to keep a quiet room open for students who need it.

Accept responses that identify a person's role, experience, audience, or purpose and connect it to details or ideas emphasized in the text. For Part 3, accept varied events if the student clearly shows how a circumstance shapes the speaker's message.