One Fair, Three Views

Read how experience shapes an account of one event.

6.3.R.2 "Students will evaluate how perspective (e.g., historical, cultural, ethnic, and global) affects a variety of literary and informational texts."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline one detail that shows what matters to each person. Circle a different detail each person notices about the fair.

Saturday on Maple Street

1. On Saturday, Maple Street closed to cars for a neighborhood food fair. Folding tables filled the road, and the smell of grilled corn drifted past the library. Ms. Vega, who has lived nearby for forty years, called the fair a return to an older Maple Street. She remembers when neighbors brought chairs outside and talked while children played. To her, the fair mattered because it brought people together again. Her account lingers on greetings and familiar faces, not on how much food anyone sold.

2. Amir, who runs a small bakery with his aunt, described the same afternoon differently. His family makes flatbread using a recipe passed down by his grandmother, who grew up in another country. At the fair, Amir watched customers ask about the bread and try it for the first time. He was pleased that his family's tradition had a place on Maple Street. He also counted the loaves left at closing time, since sales help pay for flour and rent. His account mixes pride in sharing food with concern about earning money.

3. For Lena, who uses a wheelchair, the fair was both welcoming and frustrating. She enjoyed hearing musicians play beside the library, but a line of tables blocked the curb ramp she needed to cross the street. A volunteer moved the tables after Lena asked, and she could reach the bakery. Lena's account focuses on access rather than memories or sales. The same fair can seem like a reunion, a chance to share a tradition, or a place with barriers, depending on what each person experiences and values.

2 ANSWER WITH EVIDENCE

Use the passage

1. How does Ms. Vega's long history on Maple Street shape what she says about the fair? Use a detail from her account.

2. How does Amir's family tradition shape his view of the fair? Use a detail from his account.

3. Amir notices both customers and the loaves left at closing time. How does running a bakery explain these details?

4. What does Lena's account add that Ms. Vega's and Amir's accounts leave out? Explain why it matters to her.

3 YOUR TURN

Your own words

Imagine you work at the library during the fair. In 4 to 5 sentences, describe what you might notice and value, using two details from the passage. Explain how your account would differ from one person's account in the passage.

ANSWER KEY

One Fair, Three Views

GRADE 6 · 6.3.R.2

PART 1 · READ AND MARK

Underline one detail that shows what matters to each person. Circle a different detail each person notices about the fair. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	How does Ms. Vega's long history on Maple Street shape what she says about the fair? Use a detail from her account.	**She sees the fair as a return to the past because she remembers neighbors bringing chairs outside to talk.**
2	How does Amir's family tradition shape his view of the fair? Use a detail from his account.	**He values the chance to share his family's flatbread recipe and notices customers trying it for the first time.**
3	Amir notices both customers and the loaves left at closing time. How does running a bakery explain these details?	**He cares about sharing his bread, but he also needs sales to help pay for flour and rent.**
4	What does Lena's account add that Ms. Vega's and Amir's accounts leave out? Explain why it matters to her.	**Lena describes tables blocking the curb ramp. Because she uses a wheelchair, the blocked ramp affects whether she can cross the street and reach the bakery.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

As a library worker, I would notice the tables near the library and the musicians playing beside it. I would check whether visitors could reach the library entrance during the fair. I would also notice that tables blocked a curb ramp until a volunteer moved them. Unlike Ms. Vega, who focuses on neighbors meeting, I would focus on keeping public spaces easy for everyone to use.

Accept different marked details when students can connect each one to a person's perspective. For Part 3, accept plausible library-worker concerns supported by two passage details and a clear contrast with one account.