

Voices at the Stop

Use role, audience and context to develop a clear perspective.

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 Mark clues to Maya’s role, audience and situation. Underline her position and details that show her daily-rider perspective. Distinguish that perspective from the specific budget planner’s stated concern; do not assume all adults share one view.

A Letter About Bus Stops: Fictional Practice Case

Dear Riverton City Council: I am a sixth-grade member of our student transit team. I am asking you to consider a shelter at the bus stop at Oak Street and Maple Avenue. On September 18, our team counted 46 students waiting there after school. There are few trees and no shelter at that stop. As a daily rider, I notice how long the wait feels in direct sun.

Some riders carry instruments or sports bags as well as backpacks. I carry a trumpet, so I notice how hard it is to manage several bags while standing. At your September meeting, the city budget planner asked how the cost of a shelter would compare with other spending needs. That concern deserves an answer. I hope the council will request a cost estimate and consider this stop for a pilot project.

Your October 14 budget meeting would be a chance to discuss the estimate and next steps. Please also invite riders, drivers and nearby residents to comment before deciding. A student’s daily experience can show a problem, but it does not tell us the full cost or settle every design question. Sincerely, Maya Patel, Student Transit Team. This letter and its observations are invented for practice.

2 ANSWER WITH EVIDENCE _____ Use the passage

1 How do Maya’s role and experience shape the details she selects? Give two examples.

2 How do the intended audience and current situation shape her request?

3 What does the count of 46 establish, and how does the planner's perspective differ from Maya's stated emphasis?

3 YOUR TURN _____ Your own words

Write a message from a clear role to a decision-making audience. Use at least two supported context details and explain how your perspective shapes the message. Use the fictional library case below or a real situation you know; distinguish facts you know from requests or unknowns. Library case: student Ana's bus arrives at 7:35; classes start at 8:00; the library opens at 7:50; the principal says any earlier opening would require an available staff supervisor. Ana wants a quiet place to read before class. No earlier staffing has been confirmed.

1. Establish your perspective

Name your role, audience, purpose and two relevant context facts. If choosing the supplied case, write as Ana to the principal. Identify an uncertainty that affects your request.

2. Construct your message

Write a connected message with a clear viewpoint, relevant details and a request suited to this audience. Acknowledge the uncertainty; do not invent evidence to resolve it.

3. Explain a choice

Explain how your role or audience led you to select a particular detail or phrase. Describe how someone with a different, specific responsibility might emphasize another concern.

PART 1 • READ AND MARK

Mark clues to Maya's role, audience and situation. Underline her position and details that show her daily-rider perspective. Distinguish that perspective from the specific budget planner's stated concern; do not assume all adults share one view. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	How do Maya's role and experience shape the details she selects? Give two examples.	She is a daily student rider and trumpet player, so she emphasizes waiting in direct sun and managing instruments with backpacks. Those details support considering a shelter.
2	How do the intended audience and current situation shape her request?	The council makes spending decisions, and its October 14 budget meeting is approaching. She asks for a cost estimate and discussion, responding to the planner's concern rather than claiming students already know the cost.
3	What does the count of 46 establish, and how does the planner's perspective differ from Maya's stated emphasis?	It records students observed at that stop after school on September 18 in the fictional case, not every day or every rider. Maya emphasizes daily rider experience; the specified planner asks how the shelter cost compares with other needs. These are specific perspectives; people with the same role may still disagree.

PART 3 · YOUR TURN (SAMPLE ANSWER)

Planning notes for the fictional case

Role: Ana, an early bus rider who wants quiet reading time. Audience: the principal. Facts: my bus arrives at 7:35 and the library opens at 7:50. Unknown: whether a staff member could supervise earlier.

Message

Dear Principal: As a student whose bus arrives at 7:35, I would like a quiet place to read before classes begin at 8:00. The library opens at 7:50, so I wait 15 minutes before I can use it. Could you investigate whether the library could open earlier? I understand that you would need an available staff supervisor. If earlier staffing is not possible, could you help us explore another supervised reading place? Thank you, Ana.

Perspective explanation

I included the arrival and opening times because an early rider experiences that waiting period directly. I asked the principal to investigate staffing rather than claiming it exists. A staff scheduler might emphasize available adults and their other duties; that responsibility differs from my focus on having a quiet reading place.

TEACHER ASSESSMENT NOTES

Assess both interpretation and construction: a discernible role-based perspective, audience fit, accurate and relevant context, and a supported message with an explanation of choices. Accept real or clearly fictional cases. Do not require a fixed word count or a particular opinion. Maya's count is one dated observation. The budget planner's stated concern is not an assumption about all adults. In the library case, early staffing remains unknown; requests must not claim that nearby staff are available to supervise.