

Context Clue Circle

Research the context, discuss it and decide what matters.

11.P.ST.1.a "Use prior knowledge, formal or informal research, and discussions with others to identify the key components of context that are most relevant. (I/C)"

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB Before reading the packet, answer question 1 from your prior knowledge. Then consult Texts A-C as your informal research: underline evidence about audience, purpose, occasion and constraints. All people, records and events below are invented for this classroom simulation.

An Invitation That Fits Its Readers

- ① Text A: Editor's brief. The school newspaper will publish an invitation to the spring course-information evening for students entering grade 11 and their families. The purpose is to help readers attend and bring useful questions, not to persuade them that one course pathway suits everyone. The principal asks for an accurate, welcoming invitation that does not assume families know school abbreviations. The event is Thursday, March 19, from 6:00 to 7:30 p.m. in the main hall. A previous invitation emphasized the school's anniversary theme; this editor wants practical information to be easy to find.
- ② Text B: Counselor's program note. A course overview begins at 6:00 and repeats at 6:45. Between presentations, families can ask counselors about prerequisites, workload and pathway choices. Families do not need to select courses that evening. No advance registration is required. The counselor asks writers to use the phrase "courses required before another course" if they explain prerequisites. The program does not promise individual timetable appointments. The note gives no information about transport or language-support services; writers must ask the event coordinator before making claims about those services.

- ③ Text C: Informal feedback gathered by student reporters. Six parents volunteered comments after last year's event. Two said abbreviations confused them; one said an early work shift prevented arrival before 6:30; three asked for more chances to ask questions. These six comments cannot represent every family. A current student added, "I thought we had to choose everything that night." The reporters also noted that last year's hall decorations used the school colors. The comments suggest questions about clarity and access; they do not establish how common each concern is. Compare them with the current program before choosing which contextual details deserve emphasis.

2 ANSWER WITH EVIDENCE Use the passage

- ① Before reading: name one relevant experience or fact you already know about school invitations, and one assumption you need to check. Explain why each may matter.

- ② Use Text A to identify audience, purpose and occasion. Explain one wording or content choice that follows from this context.

- ③ What information did you actually gather from Text B that responds to TWO concerns in Text C? Cite both texts.

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State one limit of the feedback and one unresolved detail that requires more research before publication.
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3

YOUR TURN

_____ Your own words

Discuss the researched context with a partner, then decide which details are most relevant to this invitation. Each student completes both records. Use the supplied sources as research, your prior knowledge as a starting point and an actual peer exchange to test your priorities.

1. Discuss and rank context

Take turns proposing your three most relevant contextual details. Each listener uses packet evidence to question or refine a priority. Record your partner's contribution. Then rank your final top three, explaining how each changes the invitation. Identify one lower-priority detail and justify giving it less space.

2. Apply the context

Write a two- or three-sentence opening for the invitation using your priorities. Keep claims supported by the packet. Then explain one choice shaped by prior knowledge, one by your research and one by the discussion; identify any assumption you revised.

PART 1 • READ AND MARK

Before reading the packet, answer question 1 from your prior knowledge. Then consult Texts A-C as your informal research: underline evidence about audience, purpose, occasion and constraints. All people, records and events below are invented for this classroom simulation. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	Before reading: name one relevant experience or fact you already know about school invitations, and one assumption you need to check. Explain why each may matter.	Example: I know my family sometimes arrives after work. I assume all presentations happen only once; I must check the current program before treating lateness as a barrier.
2	Use Text A to identify audience, purpose and occasion. Explain one wording or content choice that follows from this context.	Audience: incoming grade 11 students and families. Purpose: help attendance and useful questions. Occasion: course-information evening, March 19, 6:00-7:30. Plain wording and visible logistics help families unfamiliar with abbreviations.
3	What information did you actually gather from Text B that responds to TWO concerns in Text C? Cite both texts.	The overview repeats at 6:45, which may help a family arriving after 6:30. Families do not have to select courses at the event, correcting the current student's assumption. Question time also responds to the parents seeking questions.
4	State one limit of the feedback and one unresolved detail that requires more research before publication.	Six volunteer parents do not represent all families. Transport or language-support availability is not provided; ask the event coordinator before promising either service. Accept other genuinely unresolved details.

PART 3 · YOUR TURN (SAMPLE ANSWER)

Discussion and ranking example: My partner noted that a repeated overview would matter more to late arrivals than the anniversary theme. My final priorities are (1) audience knowledge: use plain course language; (2) arrival flexibility: make the 6:45 repeat visible; and (3) purpose: explain that this is information and questions, not a compulsory selection deadline. The date and location remain essential logistics. Hall colors are lower priority because they do not help readers attend or know what to expect. Students must record their own actual peer contributions.

Opening: Students entering grade 11 and their families are invited to course-information evening on Thursday, March 19, from 6:00 to 7:30 p.m. in the main hall. Hear the overview at 6:00 or its repeat at 6:45, and ask counselors about course choices; you do not have to select courses that evening.

Reflection: My experience with work schedules made me consider arrival times. Reading B corrected my assumption that the overview ran only once. My partner's point led me to emphasize the repeat instead of the anniversary theme. I did not promise transport or language services because the supplied research does not establish them.

Assess the entire process: prior knowledge before reading, actual consultation of source texts, an observed two-way discussion and justified relevance decisions. There is no single required ranking; accept evidence-based alternatives that address this writing context. Require each student's own discussion record and explanation of all three inputs. An accurate opening can omit less essential details but must not invent services or a selection deadline. A supplied text can support informal research; merely proposing to look at it does not meet the task.