

Context Clue Crew

Research the constraints before recommending a plan.

8.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, jot one assumption about what makes a class service project accessible. Then research the case in records A-C. Underline participation and scheduling constraints, circle information still unconfirmed, and discuss which details should shape a recommendation.

A Service Project That Students Can Join

A. Council brief, April 3

All people, dates and records are fictional. The eighth-grade council wants every one of its 72 students to have a chance to join a book-sorting project. It proposes a Saturday visit to the community center. The center can host 24 student volunteers at a time. Each visit needs two adult supervisors and lasts 90 minutes. A bus can take 30 students, but no bus or adults have been booked.

B. Student survey, April 4

Of 60 responding students, 42 could attend on Saturday and 18 could not. Twelve students did not respond. Several respondents described family or work commitments; the survey did not ask about every possible barrier. The council cannot treat nonresponse as availability or assume that a bus solves a scheduling conflict.

C. Center coordinator email, April 5

We can offer a Saturday session from 10:00 to 11:30 and another from 1:00 to 2:30. We can also send book bundles to your school for sorting during an advisory period, if the school approves a room and supervision. Our work tables are green. Please confirm participation numbers and arrangements before advertising either option.

2 ANSWER WITH EVIDENCE _____ Use the passage

- 1** How does a specific record support or change your initial assumption?

- 2** Could the two offered Saturday sessions alone include all 72 students? Use both capacity and availability evidence.

- 3** Which detail in C is less relevant to this participation decision, and why?

3 YOUR TURN _____ Your own words

Use your prior knowledge, the three records and an actual discussion to recommend a conditional service-project plan. The council wants an opportunity for every student, not merely the largest possible Saturday turnout.

1. Discuss evidence

With a partner or teacher, each cite a record. Record a contribution that changed or strengthened your thinking. Distinguish a response from an assumption about nonrespondents.

2. Recommend and rank

Propose a plan and rank three context details that matter most. Cite the records. Explain how the plan could include students who cannot attend Saturday, and identify a less relevant detail.

3. Identify the next check

Name an unresolved condition, who could verify it and how the answer might change your plan. Do not treat the school option or transport as approved.

PART 1 • READ AND MARK

Before reading, jot one assumption about what makes a class service project accessible. Then research the case in records A-C. Underline participation and scheduling constraints, circle information still unconfirmed, and discuss which details should shape a recommendation. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	How does a specific record support or change your initial assumption?	Answers vary. A student might assume that providing transport is enough, then use B to explain that 18 respondents cannot attend Saturday and twelve students have not replied.
2	Could the two offered Saturday sessions alone include all 72 students? Use both capacity and availability evidence.	No. Two sessions of 24 provide 48 student places, fewer than 72. Only 42 respondents report Saturday availability; eighteen cannot attend and twelve have not replied. Transport and supervisors are also unconfirmed.
3	Which detail in C is less relevant to this participation decision, and why?	The green table color is less relevant than session times, capacity and the possible school option because color does not establish who can participate.

PART 3 · YOUR TURN (SAMPLE ANSWER)

Assumption and discussion

I first assumed a bus would make the Saturday project available to everyone. Record B changes that: a ride does not remove a scheduling conflict. A partner might point to C's school option; I would compare it with A's goal. Students should record their actual conversation.

Conditional recommendation

Investigate an advisory-period project at school, possibly alongside an optional Saturday visit. First, participation matters: the goal includes all 72 students, and B identifies students who cannot attend Saturday. Second, capacity matters: the center's two sessions offer only 48 student places. Third, approval and supervision matter: neither the bus nor adults nor the school arrangement is confirmed. Green table color does not help resolve these constraints.

Before announcing

Ask the school coordinator whether an advisory room and supervision can be approved, and ask all students about access needs, including the twelve who did not reply. Confirm with the center how many book bundles and sorting tasks it can supply. If school arrangements fail, revise the plan with the center instead of treating Saturday as an option for everyone.

TEACHER ASSESSMENT NOTES

Assess actual source consultation, a real discussion and context relevance tied to the inclusion goal. Two sessions give 48 places, not 72; survey nonresponse is unknown. A bus capacity of 30 does not expand a center session beyond 24. Accept other conditional plans that address all students and identify what must be checked.