

Context Clue Circuit

Research the situation, discuss it, then rank what matters.

12.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 records, answer Question 1 from prior knowledge. Then research the three supplied records, underline relevant details and label each A, B or C. Work with a partner for Question 3. The school, event and records are fictional.

Context for the Senior Research Exhibition

- ① Record A: Planning brief. The school will hold its senior research exhibition on Thursday, October 17, from 5:30 to 7:00 p.m. Students will explain projects to families and local guests. The principal wants an invitation that helps newcomers decide what the event offers and how to attend. The invitation is not an awards announcement: no judging or prizes are planned. Families may arrive at any time during the event; there is no single required opening presentation.
- ② Record B: Visitor feedback from last year. A voluntary group of twelve visitors commented after the exhibition. Several said they had confused the library entrance with the main entrance; two described difficulty reading a dense invitation on a phone. One visitor praised the student explanations. These comments identify possible communication problems, but they are not a representative survey of all families. The brief comments do not establish preferred languages or the needs of this year's guests.
- ③ Record C: Current access and publication note. This year's exhibition is in the ground-floor library. Visitors should use the labeled library entrance on Oak Street, which has a step-free entry; the main entrance closes at 5:00 p.m. The school will send the invitation by email and print copies for students to take home. Staff can answer accessibility and language-support questions, but specific arrangements must be confirmed before an invitation promises them. The invitation is due one week before the event.

2 ANSWER WITH EVIDENCE _____ Use the passage

- 1** BEFORE READING: What relevant experience or prior knowledge could help you plan an invitation? State one assumption you should check.

- 2** RESEARCH: Use two different records to identify two context details. Explain why each matters to this invitation.

- 3** DISCUSS: Share your findings with a partner and hear theirs. Record one point they made, your response, and a priority you agreed on or disputed with reasons.

- 4** CHECK: Which original assumption did the records support, qualify or challenge? Identify a remaining context question that a record does not answer.

3 YOUR TURN

Your own words

Prepare a context brief for the person writing the invitation. Rank three context components by relevance. For each, cite a record and explain its consequence for audience, purpose, occasion or form. Then explain how your prior knowledge and partner discussion affected one priority. Identify one important unanswered question.

1. Prioritized context brief

Write three ranked points with source letters and reasons. More than one ranking can be defensible. Explain an actual contribution from your prior knowledge and discussion; do not merely list research you might do.

2. Unanswered context question

State a question not answered by A-C, who could help answer it and why the answer could affect the invitation. Do not claim you have completed research beyond the supplied records.

PART 1 • READ AND MARK

Before reading the records, answer Question 1 from prior knowledge. Then research the three supplied records, underline relevant details and label each A, B or C. Work with a partner for Question 3. The school, event and records are fictional. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	BEFORE READING: What relevant experience or prior knowledge could help you plan an invitation? State one assumption you should check.	Answers vary. A student may recall visitors needing a clear entrance, while treating the assumption that everyone knows the campus as something to check.
2	RESEARCH: Use two different records to identify two context details. Explain why each matters to this invitation.	For example, A makes this an open-arrival exhibition for newcomers, so explain its purpose and time window. C makes the library entrance the usable evening entry, so state it clearly. Accept other accurate details with reasons.
3	DISCUSS: Share your findings with a partner and hear theirs. Record one point they made, your response, and a priority you agreed on or disputed with reasons.	Require an actual exchange using source evidence. For example, partners may debate giving first emphasis to purpose or entrance; the reason must connect to a specific reader need. Do not accept an invented discussion as completed work.
4	CHECK: Which original assumption did the records support, qualify or challenge? Identify a remaining context question that a record does not answer.	Answers vary. B qualifies any assumption that last year's feedback represents all families. Preferred languages and this year's support needs remain unresolved; staff confirmation is needed before promising arrangements.

PART 3 · YOUR TURN (SAMPLE ANSWER)

Illustrative ranking: First, access and arrival are critical because C says the main entrance closes before the event; the invitation should identify the step-free library entrance on Oak Street. Second, purpose and audience matter because A describes project conversations for newcomers rather than an awards ceremony; the invitation should explain what guests can do. Third, format matters because C requires email and paper, while B raises a possible phone-reading problem; concise sections could help in both forms. This ranking is defensible, but a writer could prioritize purpose first with reasons.

Students must append their own actual prior-knowledge and discussion contribution. For an unresolved question, they might ask staff what language support this year's guests need; B does not establish that need, and C requires confirmation before promises.

The benchmark requires using prior knowledge, actual research and discussion to identify relevant context. Questions 1–4 and the context brief make those actions visible: students consult the supplied records, record an actual exchange and explain their relevance judgments. A identifies purpose, audience and occasion; B offers limited prior feedback; C gives current entry, format and confirmation constraints. Do not grade a fixed ranking or treat twelve voluntary comments as representative. Accept reasonable uncertainty. The key is an illustrative reasoning guide, not a fabricated completed student discussion. All records are original classroom fiction.