

Context Detectives

Research a situation and choose the details a message needs.

5.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 Your class will write an invitation for the event below. Before reading, tell a partner what families usually need to know about an event. Read the three pretend school notices. Underline details relevant to this invitation and circle a detail that does not belong.

Planning a Family Reading Evening

Teacher's event notice

Our class will host a Family Reading Evening on Wednesday from 6:00 to 6:45 p.m. in the school library. Students and their families are invited to share stories and recommend books. Our class is preparing an invitation to send home.

Librarian's attendance note

Younger siblings are welcome at the Family Reading Evening. Entry is free, and families do not need to donate books. The books used at the event will stay in the library afterward.

Cafeteria notice

Monday's lunch choices will be vegetable pasta or a sandwich. The cafeteria will serve lunch at the usual times. This menu notice is for students choosing their Monday lunch.

2 ANSWER WITH EVIDENCE _____ Use the passage

1 Who should the invitation address, and what should it invite them to do?

2 Which time and place details belong in the invitation?

3 Which librarian details could answer a family's questions? Give two.

4 Why can a true fact still be the wrong choice for this invitation? Use a notice to explain.

3 YOUR TURN

Your own words

Use your prior knowledge, the notices and a real partner discussion to decide what context matters for the invitation. Record your reasoning, then prepare five useful invitation details.

1. Check what you know

Record one detail you expected an invitation to need. Find two relevant facts in the notices and name their sources. Say how the research confirmed or changed your thinking.

2. Discuss relevance

Ask a partner which details families most need. Record their name and suggestion. Agree on one fact to leave out and explain why it is less relevant.

3. Choose the context

Select five details: audience, purpose, date/time, place and one attendance detail.
Explain why each matters, then identify the most important detail to check again if the event changes.

PART 1 • READ AND MARK

Your class will write an invitation for the event below. Before reading, tell a partner what families usually need to know about an event. Read the three pretend school notices. Underline details relevant to this invitation and circle a detail that does not belong. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	Who should the invitation address, and what should it invite them to do?	It should address students and their families and invite them to share stories and recommend books at the Family Reading Evening.
2	Which time and place details belong in the invitation?	Wednesday, 6:00 to 6:45 p.m., in the school library.
3	Which librarian details could answer a family's questions? Give two.	Accept two: younger siblings are welcome; entry is free; families need not donate books; event books stay in the library.
4	Why can a true fact still be the wrong choice for this invitation? Use a notice to explain.	The cafeteria menu may be true in the scenario, but Monday's lunch does not help families attend Wednesday evening's library event. Relevance depends on the purpose, people and time.

PART 3 · YOUR TURN (SAMPLE ANSWER)

Prior knowledge and research

I expected an invitation to need a time. The Teacher's event notice confirmed Wednesday, 6:00 to 6:45 p.m. The Librarian's note added that younger siblings can attend, which I had not known.

Partner discussion

My partner Ana said families may need to bring younger children. We chose to include the sibling detail. We left out Monday's lunch menu because it concerns a different activity and time.

Five context details

Audience: students and families, so the right people feel invited. Purpose: share stories and recommend books, so they know what they will do. Date/time: Wednesday, 6:00 to 6:45 p.m., so they can plan. Place: school library, so they know where to go. Attendance: younger siblings welcome, so families can plan who comes.

If the event changes, I would check the date and time first so families do not arrive at the wrong time. I would then recheck the place and attendance information before sending the invitation.

TEACHER ASSESSMENT NOTES

These are fictional school notices supplied for a classroom research task. Reading the notices provides information; actual partner discussion adds a second perspective. The final product selects context for an invitation, rather than merely naming sources to consult later. Require a checked prior idea, two named-source facts, a real discussion and five relevant details with reasons. Other attendance details from the librarian's note are acceptable. The cafeteria notice is accurate within the scenario but irrelevant to this event: relevance differs from truth. A real invitation would also use the event's calendar date when available; this practice scenario supplies only Wednesday. Ask students to distinguish truth from relevance and identify which context must be checked when the situation changes. Students use the supplied documents as informal research and hold a real discussion.