

Deadline Deck

Discuss, decide and track a plan through completion.

CCSS.ELA-Literacy.SL.8.1b "Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed."

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB Mark the deliverables and constraints. Your group will finish a short plan while tracking goals, roles and deadlines.

Fictional task: a new-student welcome plan

- ① Your group of three or four has fifteen minutes to prepare a proposal for welcoming a new student. Produce three items: a two-sentence welcome note, a three-stop classroom tour outline explaining each stop, and a lunch-buddy plan naming who would meet the student and where. Use only familiar school spaces and do not include private information about any real student. The plan is a classroom proposal that would need teacher approval before use.
- ② Use one worksheet and pencil per person and a visible clock or timer. Agree to speak one at a time, invite every person's ideas, give reasons, and disagree respectfully with ideas. Decide by consensus if possible. If views differ, hear a reason for each option, then vote once per person; the majority choice wins. If a vote ties, discuss an adjustment and vote again. If a tie remains at the deadline, record the options and identify the decision that needs teacher help.
- ③ Set a goal and deadline for each deliverable before starting. Define roles: facilitator invites contributions, timekeeper checks deadlines, and progress recorder reports what is complete and what remains. With four people, add a checker for the task requirements; with three, the facilitator also checks them. Assign a named owner to draft each item, sharing work fairly. Check progress at minutes 5 and 10, adjust assignments if needed, and review the complete proposal by minute 15. Playing a card or naming a future job does not replace producing the plan.

2 ANSWER WITH EVIDENCE Use the passage

1 How do your discussion rules and decision procedure help the group work together?

2 What should a useful progress check include?

3 Performance reflection, after Stage 3: explain a change your group made after a progress check. If no change was needed, explain how your records showed the work was on schedule.

3 YOUR TURN Your own words

Do the discussion and drafting now. Keep your own record; the final group proposal may be copied into each worksheet after everyone has contributed.

1. Agree on goals, roles and decisions

Record the three deliverables, a goal and deadline for each, the discussion roles, and the owner of each draft. Confirm the rules and decision procedure together. Start the timer only after everyone understands the plan.

2. Work and check progress

Draft the welcome note, tour outline and lunch-buddy plan together. At minutes 5 and 10, pause: every learner contributes an update. Record what is finished, what remains, and who will do the next step by when. Reassign work if needed.

3. Complete and review

By minute 15, record the final two-sentence note, the three tour stops with purposes, and the lunch-buddy name and meeting place. Check all requirements aloud. If a decision remains unresolved after the tie procedure, label it clearly and record the options for teacher help; do not invent agreement. Then answer the performance reflection in Question 3 using your actual progress records.

PART 1 • READ AND MARK

Mark the deliverables and constraints. Your group will finish a short plan while tracking goals, roles and deadlines. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	How do your discussion rules and decision procedure help the group work together?	Turn-taking, invitations and respectful reasons allow participation; consensus, voting and the tie procedure give the group a clear way to handle decisions without one person simply taking over.
2	What should a useful progress check include?	Compare each deliverable with its goal and deadline, name completed and unfinished work, and identify an owner or adjustment for the next step.
3	Performance reflection, after Stage 3: explain a change your group made after a progress check. If no change was needed, explain how your records showed the work was on schedule.	Accept an actual adjustment linked to progress, such as helping finish the tour outline. If no change was needed, accept a specific explanation showing each item was on schedule.

PART 3 · YOUR TURN (SAMPLE ANSWER)

Illustrative plan: Ava facilitates, Luis keeps time, Sam records progress and Mei checks requirements. Ava drafts the note by minute 5; Luis and Sam draft the tour by minute 10; Mei drafts the lunch-buddy plan by minute 10. Everyone reviews by minute 15. At minute 5 the note is done, but the tour needs a third stop. Sam adds the classroom library and explains its purpose before minute 10.

Illustrative final proposal: "Welcome to our class! We are glad you are here and can help you find what you need." Tour: cubbies for belongings; supply shelf for shared materials; classroom library for borrowing books. Lunch plan: Mei proposes meeting the student at the classroom door before lunch and walking together with teacher approval.

Illustrative decision record: The group considered whether the supply shelf or library should come second, heard both reasons and agreed on the supply shelf because it is nearer the cubbies. Actual records should reflect the group's own discussion and progress, not these invented events.

Observe each learner following collegial rules, using the decision procedure, contributing to progress checks and carrying out a defined role. Require completed draft items rather than only future intentions, while accepting an honestly documented unresolved decision after the stated procedure. Review specific deadlines and the two progress records. Timing and communication supports may be adapted with clear recorded goals. Do not grade students for choosing the model names or tour order.