

Goal Talk Workshop

Follow shared rules and track real progress against a deadline.

CCSS.ELA-Literacy.SL.7.1b "Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed."

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB Read the project brief and planning guidance. Answer Questions 1-2, then work through the timed stages. Complete Question 3 afterward. Every learner follows the rules, takes responsibility, and participates in progress checks.

A plan the group can actually finish

- ① Your group has twelve minutes of work time to create a plan for a fifteen-minute welcome activity. The finished plan must name the activity's purpose, give a sequence totaling fifteen minutes, explain how every newcomer can participate, and name who would lead each part. You are producing the plan, not running the future event. The teacher starts the twelve-minute work clock after your group has read the task and agreed on rules.
- ② Agree on rules for taking turns, listening, and disagreeing respectfully. Define the jobs your group needs, such as recording the plan, watching the clock, checking requirements, and inviting contributions. Assign people and specify what each job does. In a group of three, combine compatible jobs so no needed function disappears. Every person still contributes ideas and checks progress; a job is not permission to leave the thinking to others.
- ③ At four minutes and eight minutes after the start, stop briefly to compare the actual draft with the requirements and the time remaining. Name what is complete, what is missing, and who will do what next. A progress check needs evidence from the draft, not only "we are doing fine." At twelve minutes, stop and judge the final plan against every requirement. Record unfinished work honestly rather than pretending the deadline was met.

2 ANSWER WITH EVIDENCE Use the passage

1 How are the twelve-minute deadline and the fifteen-minute activity length different?

2 What makes a progress check useful beyond saying "we are on track"?

3 How did a rule, role or checkpoint help your group? Cite something that actually happened.

3 YOUR TURN Your own words

Groups of three or four need one worksheet per learner, pencils, and a visible classroom clock or teacher timer. Record the shared plan in each learner's stages; agree on wording together. The teacher announces the four-, eight-, and twelve-minute marks from the same start time. Checkpoints are included in the twelve minutes.

1. Agree before the clock starts

Record your three discussion rules and define needed jobs, including names and duties. Agree how to invite a quieter voice and resolve a disagreement. When ready, the teacher starts the clock. Begin the plan in Stage 3 immediately; return to Stage 2 at each checkpoint.

2. Check at four and eight minutes

Label two records 4 minutes and 8 minutes. At each mark, every learner helps compare the Stage 3 draft with the goal. Record a completed requirement, a missing item, time remaining, and the next action with its owner. Apply that decision, rather than merely writing it.

3. Produce and finish the plan

Develop the plan here during the work time. Include purpose, parts and durations totaling fifteen minutes, participation options, and leaders. At twelve minutes, stop and compare it with the requirements. Mark any unfinished item and state a next step. Then answer Question 3.

PART 1 • READ AND MARK

Read the project brief and planning guidance. Answer Questions 1-2, then work through the timed stages. Complete Question 3 afterward. Every learner follows the rules, takes responsibility, and participates in progress checks. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	How are the twelve-minute deadline and the fifteen-minute activity length different?	Twelve minutes is the group's work time for producing the plan. Fifteen minutes is the duration of the future welcome activity described by that plan.
2	What makes a progress check useful beyond saying "we are on track"?	It compares actual completed and missing work against specific requirements and time remaining, then assigns a concrete next action.
3	How did a rule, role or checkpoint help your group? Cite something that actually happened.	Accept a specific observed action and its effect on participation, focus or completion. If a plan remained incomplete, accept an honest explanation of the gap and a justified next step.

PART 3 · YOUR TURN (SAMPLE ANSWER)

Illustrative rules: one voice at a time; paraphrase before disagreeing; invite each member before repeating a turn. In a three-person team, A records and checks requirements, B watches time, and C invites contributions. Everyone still discusses and reviews.

At minute 4, the draft has a name-learning purpose and two activity parts but no participation option; eight work minutes remain. C proposes a written greeting choice while A records it. At minute 8, the sequence is drafted but its durations total fourteen minutes; four work minutes remain. B flags the gap, and the team adds one minute to the closing check.

Illustrative final plan: two minutes explain a name-card activity, five minutes for a first paired exchange, five minutes for a second, and three minutes for a closing name check. Total: 15 minutes. Learners may speak or exchange written greetings. A would lead the two-minute introduction and first five-minute exchange; B would lead the second five-minute exchange and announce switches; C would lead the three-minute closing check. At minute 12 the group checks all requirements and notes whether its actual draft is complete.

Assess observable rule-following, meaningful progress tracking against the shared clock, and clear individual responsibilities. Checkpoints and the final deadline must occur during real work, not only in a hypothetical discussion. Accept different job combinations and feasible plans. Do not demand false completion: accurate identification of unfinished work is valid evidence of tracking. The final activity is a design exercise, not a scheduled event.