Plans That Work

Build norms, goals, and procedures for shared projects.

7.P.CP.1.b "Collaborate with others to determine group norms, establish goals and procedures, and facilitate productivity when working on shared projects. (I/C)"

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline the group norms, circle the group goal, and number the procedures that help the team work productively.

The Pollinator Guide Team

1. At the first meeting of the Riverdale Middle School pollinator-guide team, Maya asked everyone to help set a goal. The group decided to create a four-page guide that teaches younger students how to spot three local pollinators by Friday, May 10. Before choosing jobs, they agreed on norms: listen without interrupting, question ideas respectfully, and bring needed materials. They also chose a procedure for decisions. After a short discussion, the team would vote if they could not reach agreement. Jordan recorded the norms and goal in a shared document.

2. Next, the team turned its goal into steps. Lina would research pollinators using library books and a state wildlife website. Devon would sketch page layouts, while Maya would write captions from Lina's notes. Each person would add work to the shared folder by 4:00 on Tuesday. On Wednesday, they would meet for fifteen minutes to check progress against a checklist. If someone needed help, that person would post a question in the group chat before the meeting. These procedures made deadlines, materials, and requests clear.

3. During the Wednesday check-in, Devon said the layouts were late because he could not find the required photos. Instead of blaming him, Jordan restated the norm about respectful questions and asked what support would help. Lina offered links to copyright-free images, and Maya agreed to review the captions one day later so Devon had time to finish. The team changed its checklist and recorded the new due date. By discussing the problem calmly, using their procedures, and adjusting the plan together, the team protected both its goal and its working relationships.

2 ANSWER WITH EVIDENCE

Use the passage

1. What specific goal did the pollinator-guide team set?

2. Name two norms the team agreed to follow before choosing jobs.

3. What procedure would the team use if members could not reach agreement after discussing an idea?

4. How did the team respond productively when Devon could not find the required photos?

3 YOUR TURN

Your own words

Actually meet or exchange messages with a partner or teacher-supported group to plan a shared class project. Each person contributes an idea; together agree on one measurable goal, three norms, three work/check-in procedures, and a respectful response if a member falls behind. Write the jointly agreed plan, name participants, record one contribution from each, and identify one decision made together. Spoken, written or supported communication is welcome. Do not only invent a group; the full project may happen later.

Plans That Work

PART 1 · READ AND MARK

Underline the group norms, circle the group goal, and number the procedures that help the team work productively. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	What specific goal did the pollinator-guide team set?	**To create a four-page guide that teaches younger students how to spot three local pollinators by Friday, May 10.**
2	Name two norms the team agreed to follow before choosing jobs.	**Answers may include: listen without interrupting, question ideas respectfully, and bring needed materials.**
3	What procedure would the team use if members could not reach agreement after discussing an idea?	**They would vote.**
4	How did the team respond productively when Devon could not find the required photos?	**Jordan restated the respectful-question norm, Lina offered copyright-free image links, Maya moved her caption review date, and the team updated the checklist and due date.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Example record from a completed planning exchange: I proposed a water-saving presentation; Ana proposed checking progress with a checklist. We agreed on the presentation goal, took turns suggesting norms and procedures, and chose a supportive response to delays.
Agreed plan: Goal: By April 18, create a six-slide presentation that explains three ways to save water at school. Norms: Let each speaker finish, disagree with evidence, and complete promised work.
Procedures: Assign slide owners on Monday, upload sources by Thursday, and hold a ten-minute checklist meeting each Friday. If a member falls behind, ask privately what support is needed, redistribute one task if necessary, and set a new due date together.

Accept equivalent descriptions of the passage details in Questions 1 through 4. For the open task, accept reasonable projects with a measurable goal, three clear norms, three usable procedures, and a respectful, productive response to a delay. Observe or read the actual joint planning exchange and check the participant/contribution/decision record. Both partners must contribute and confirm the plan; honest agreement without changing an idea is valid. A merely hypothetical individual plan is not the completed collaboration. Provide an accessible partner or small group; no full project enactment is required.