Plans That Work

Notice how a team builds norms, goals, and procedures for a shared project.

8.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 measurable goal and its evidence plan, and number the procedures that keep the project moving. These details show how the club works productively together.

A Campaign with a Plan

1 When the Eco-Action Club decided to create a lunchtime waste-reduction campaign, the members began with a short planning meeting. Maya asked everyone to name one condition that would help the group work fairly. The club agreed to listen without interrupting, criticize ideas rather than people, and respond to messages within one school day. Jordan recorded the norms in a shared document. Before leaving, each member typed a check mark beside the list, showing that the expectations were clear and that everyone would follow them.

2 Next, the club set a goal that could be measured: reduce the number of disposable utensils taken in the cafeteria by 20 percent during the next four weeks. They chose this goal after the cafeteria manager explained that students often grabbed utensils they did not need. To reach the goal, the club planned a table display, daily announcements, and signs near the utensil bins. They also decided how they would know whether the plan worked. Every Friday, two members would record how many utensil packets were taken during lunch and compare totals with the first week's count.

3 To keep the project moving, the members divided tasks according to interest and time. Jordan designed the signs, Maya wrote announcements, and Luis contacted the cafeteria manager. Two other members collected the Friday counts together, so the data would be checked by more than one person. The club used a shared calendar with deadlines for drafts, printing, and setup. At each ten-minute Monday check-in, members reported progress, named a problem if one had appeared, and asked for help. If a deadline was missed, the group would revise the schedule instead of blaming a person.

2 ANSWER WITH EVIDENCE

Use the passage

1. What three norms did the club agree to follow?

2. State the club's measurable goal. What time period does it include?

3. What procedure did the club use to measure whether its campaign was working?

4. How did the club respond if a deadline was missed?

3 YOUR TURN

Your own words

Actually meet or exchange written messages with a partner or teacher-supported group to plan a hallway poetry exhibit. Jointly agree on two group norms, one measurable goal, three assigned tasks with deadlines, and a check-in procedure for problems or delays. Record the participants and a contribution from each, then write the agreed plan in bullets. Conduct one brief check-in now: verify which plan elements you have completed and jointly decide the next step. Record that decision; a real problem or disagreement is not required. The exhibit itself may be completed later.

ANSWER KEY

Plans That Work

GRADE 8 · 8.P.CP.1.b

PART 1 · READ AND MARK

Underline the group norms, circle the measurable goal and its evidence plan, and number the procedures that keep the project moving. These details show how the club works productively together. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	What three norms did the club agree to follow?	**Listen without interrupting, criticize ideas rather than people, and respond to messages within one school day.**
2	State the club's measurable goal. What time period does it include?	**Reduce disposable utensils taken in the cafeteria by 20 percent during the next four weeks.**
3	What procedure did the club use to measure whether its campaign was working?	**Every Friday, two members recorded how many utensil packets were taken during lunch and compared the totals with the first week's count.**
4	How did the club respond if a deadline was missed?	**The group revised the schedule instead of blaming a person.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Example joint plan after Amina, Ben and Carlos exchanged ideas:
• Norms: Listen fully before responding; give feedback about work, not people.
• Goal: By April 18, display twelve original poems from at least ten students.
• Tasks: Amina collects poems by April 10; Ben checks permission forms by April 12; Carlos mounts approved poems by April 17.
• Check-in: Meet each Tuesday for ten minutes; report progress, ask for support and agree on a new assignment or deadline when needed.
• Completed planning record: Amina proposed the poem goal, Ben proposed the permission check, and Carlos proposed the mounting deadline. We checked our plan together, confirmed all required elements were present, and agreed that asking our teacher about display space is our next step.

Accept equivalent wording for the passage questions when the response accurately identifies the stated norm, goal, procedure, or response. For the open task, look for all required plan elements and procedures that support respectful, productive shared work. Check actual participants' contributions, jointly agreed norms/goal/procedures and completed check-in decision, not an invented plan alone. A no-problem progress check is valid. The campaign example counts packets taken to match its reduction goal; remaining inventory alone would not directly measure packets taken.