# CRUSH-it[1] Cooperative Roles: Cue Cards

Pacer

1. Decide with your group how much time should be spent on each section of the text while also having about 15-20 minutes to hack into the text.
2. Keep an eye on the time to be sure you can complete the whole text.
3. Signal to your group when time is almost up for a section.

We need to move onto the next section now.

*Let's make sure that we have enough time to hack the text.*
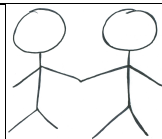
Consensus Checker

1. Before your group moves on to the next section, make sure that everyone has had a chance to share their thinking, or their questions.
2. Make sure that anyone who disagrees with an idea from the text or from a member has a chance to share.
3. Keep notes on all disagreements that can be shared and discussed later.

Does everyone agree?
Did everyone get a chance to share?

*Write down everyone's ideas so that we can return to it later if we want.*
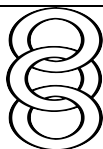
Connector

1. After your group has agreed or fully shared about an idea, ask about how this idea connects with what you read or done before.
2. Keep notes on these connections that can be shared and discussed later.

How does this part connect to what we have read before?

What have we done or learned that connects to this part?
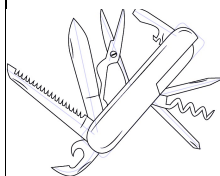
Tool Facilitator

1. Remind your group what they can use to learn more or fix confusions.
2. Have all the tools ready to use nearby.

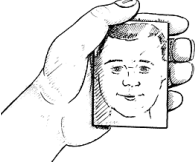*Remember that we can use our fix-up strategies.*

We have our word lists . . .

We could use our post-its to make a note about this . . .
We should write this down on our log sheets . . .

---

[1] Roles developed by Diana J. Arya, University of California, Santa Barbara. For queries, contact: darya@ucsb.edu.

Scribe

1. Take notes on key ideas from your group.
2. Write down new vocabulary words and their meanings.
3. Share your notes with the group so that they can add any missing information.

What are the key ideas from this section?

What new words did we find? Are we clear about the meaning of these new words?

Did I miss any important ideas in my notes?

Reporter

1. Once your group has finished reading together, ask your group what parts should be reported to the class.
2. Make sure that everyone has a chance to share what they think should be in the report.
3. Review what you will say with your group before reporting.

What should we include in our report?

Did everyone get a chance to share their ideas?

Illustrator

1. Help the group draw ideas or things related to the text.
2. Let the Material Manager or teacher know what materials and tools you will need for drawing.

What key ideas should we include in our illustration?

What kind of drawing should we make for illustrating these key ideas?

Material Manager

1. Gather all materials (texts, post-its, paper, pencils, etc.).
2. Have all the materials ready to use.

What else do we need in order to read together today?

Will we be writing as a group, or separately?

Will there be any illustrating? If so, what do you think we should get for our group?