

PALS: A READING STRATEGY FOR HIGH SCHOOL

CHALLENGE

- **Media:** Mrs. Garcia has become concerned that many of the students in her remedial reading class aren't able to answer "big picture" questions about the materials they've read: Who is the main character? What is the main idea? She'd like to find a reading strategy to help her students improve these skills, but isn't sure where to begin. (movie)

INITIAL THOUGHTS

- What characteristics might Mrs. Garcia look for in a reading approach?
- What types of activities can Mrs. Garcia use to increase her students' reading skills?
- How can Mrs. Garcia implement these activities?

PERSPECTIVES AND RESOURCES

- Module Objectives (box)
 - After completing the entire Perspectives and Resources section and reviewing the accompanying activities, you should be able to:
 - Recognize the instructional and social implications of peer tutoring
 - Be able to implement PALS

🎧 Page 1: Overview of PALS

- *Link:* "ClassWide Peer Tutoring" (definition)
- Characteristics of PALS (bulleted list)
- **Media:** Doug Fuchs discusses the development of PALS (audio)
- **Media:** Karin Prentice highlights PALS purpose for high-school students who are struggling with reading (audio)
- The reading skills addressed by each grade grouping and the activities that are used to improve those skills (table with bulleted lists)
- FYI (box)

🎧 Page 2: The Benefits of PALS

- Additional characteristics of the PALS approach (bulleted list)
- Research Shows... (box)
- **Media:** Lynn Fuchs highlights the main features of the PALS approach (audio)
- PALS boasts a number of additional benefits for teachers and for students (bulleted list)
- FYI (box)
 - *Link:* "Best Practice" (definition)

🎧 Page 3: PALS Activities

- Teachers offer feedback as to how well students are... (checked list)

- Overview of PALS activities (table)

🔍 Page 4: Partner Reading with Retell

- Partner Reading with Retell (box with numbered list)
- Corrective Feedback
 - Partner Reading
 - *Link:* The Coach's process for correcting word recognition errors
- Retell
- **Media:** Students participate in Partner Reading (movie)

🔍 Page 5: Paragraph Shrinking

- Mrs. Garcia learns that Paragraph Shrinking will help students to... (bulleted list)
- Paragraph Shrinking (box with numbered list)
- Corrective feedback (bulleted list)
 - *Link:* The Coach's process for correcting summarization errors (numbered lists)
- **Media:** Students participate in Paragraph Shrinking (movie)

🔍 Page 6: Prediction Relay

- Prediction Relay (box with numbered list)
- Corrective Feedback
 - *Link:* The Coach's process for providing Prediction Relay help
- **Media:** Students participate in a Prediction Relay activity (movie)

🔍 Page 7: Pair Students

- *Link:* Mrs. Nash ranks her students based on their reading skills
- It is recommended that high school students change partners as often as every day (bulleted list)
- Reasons that student pairings might require modification (box with link)
 - *Link:* Recommendations for dealing with student absenteeism (bulleted list)
- FYI (box with bulleted list)

🔍 Page 8: Prepare Materials

- Materials for students' PALS folders (box with links)
 - Procedures
 - *Link:* Pairs Assignment Chart
 - *Link:* PALS Responsibilities
 - *Link:* When You Need Help/ When You Give Help
 - Activities
 - *Link:* Partner Reading
 - *Link:* Paragraph Shrinking
 - *Link:* Prediction Relay
 - *Link:* Word Recognition Correction Procedures
 - Recognition
 - *Link:* On-the-Job Behaviors
 - *Link:* Highest-Earning Pair Chart
 - *Link:* Employee of the Month Criterion
 - *Link:* Employee of the Month Award
- More PALS Materials (box with links)
 - *Link:* Question Cards
 - *Link:* Record of Earnings Card
 - *Link:* Check and Checkbook Register

- Mrs. Garcia ponders the types of books she will choose for her students (bulleted list)

Page 9: Train Students

- Six weeks of PALS training (table with bullets)
- Once the students have mastered the main activities... (bulleted list)
- Training procedures (numbered items with bulleted lists and links)
 - o Discuss the PALS approach
 - *Link:* PALS rules
 - o Model PALS activities
 - *Link:* PALS set-up procedures
 - o Allow time for guided practice
 - *Link:* Moving to partners
 - o Provide opportunities for independent practice

Page 10: Implement with Class

- Breakdown of a 35-minute PALS session (table)
- Keep in Mind (box)
- **Media:** Devin Kearns encourages teachers to keep an enthusiastic attitude when implementing PALS (audio)
- **Media:** Karin Prentice discusses the importance of teacher monitoring (audio)
- FYI (box with links)
 - o *Link:* “Curriculum-based measurement” (definition)
- **Activity:** Watch each video and determine whether the students are following the correct procedures (box with movies and link)
 - o **Media:** Scenario A (movie)
 - o **Media:** Scenario B (movie)
 - o *Link:* “Click here for feedback” (definition)

Page 11: Encourage and Maintain Student Interest

- The teacher awards PALS dollars to student pairs who demonstrate On-the-Job Behaviors (bulleted list)
- *Link:* Order form
- **Media:** Karin Prentice discusses the reaction of students who have used PALS and their response to the reinforcement system (audio)
- Employee of the Month (bulleted list)

Page 12: References, Additional Resources and Information

- References
- Additional Resources and Information

Page 13: Credits

- Content Experts
- Module Developers
- Module Production Team
- Module Production Support Team
- Media Production Team
- Media
- Expert Interviews

ASSESSMENT

- Please complete the items below (numbered questions)

WRAP UP

- **Media:** Devin Kearns summarizes PALS for high school (audio)
- Think back to your initial responses to the following questions (box)