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| IRIS Center logo. | **Outline** |
| **PALS**:  A Reading Strategy for Grades 2–6 | |

Module Home

* Module Description: This module outlines the benefits of implementing PALS for Grades 2–6, a peer tutoring strategy in which students work in pairs to strengthen their reading skills. Also included are step-by-step instructions for each of the three PALS activities as well as printable PALS materials (est. completion time: 1 hour).

Challenge

* Video: A new school year begins in just one week, and as always Mrs. Nash is looking forward to teaching a new group of fifth-grade students.

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Initial Thoughts

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

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Perspectives & Resources

* Module Objectives
* Recognize the instructional and social implications of peer tutoring
* Be able to implement PALS

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* Page 1: Overview of PALS
* As she conducts her research into strategies and approaches to help improve the reading skills of her fifth-grade students, Mrs. Nash discovers Peer Assisted Learning Strategies for reading (PALS-R or PALS).
* PALS incorporates… [bullet points]
* Audio: Doug Fuchs discusses the development of PALS.
* Audio: Lynn Fuchs highlights the main features of the approach.
* For Your Information
* Kindergarten/1st Grade/2nd–6th Grades/High School [table]

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* Page 2: The Benefits of PALS
* Like most teachers, Mrs. Nash has a class of students with diverse learning needs.
* In addition to improve the reading performance of students, PALS… [bullet points]
* Research Shows
* Audio: Listen as Devin Kearns discusses the benefits of PALS for grades 2–6.
* Specifically, the approach… [bullet points]
* Audio: Devin Kearns explains why PALS is beneficial for English learners (ELs).
* Audio: Patti Kremer discusses her experience using PALS with Els.
* For Your Information
  + Link: best practice [definition]

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* Page 3: PALS Activities
* When implemented among students in the second through sixth grades, PALS requires an engagement in three activities designed to build fluency and comprehension skills.
* Doing so also provides a great opportunity for the teacher to offer feedback to students about how well they are… [bullet points]
* Activity/Skill/Length of Activity [table]

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* Page 4: Partner Reading with Retell
* The first activity in each PALS session is Partner Reading, sometimes referred to as Partner Reading with Retell.
* Partner Reading with Retell (11–12 minutes) [table]
  + Link: Click here for detailed procedures for Retell [drop-down menu]
  + Link: Click here to see the Question Card [drop-down menu]
  + Link: Click here to view Coaching Tips for Partner [drop-down menu]
* As each student reads, the student Coach monitors and… [bullet points]
* Link: Click here to learn more about the process the Coach undertakes to correct word-recognition errors. [drop-down menu]
* PALS in Action
  + Video: View the movie to observe Partner Reading.
  + Video: View the movie to observe Story Retell.

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* Page 5: Paragraph Shrinking
* The second activity in each PALS session, Paragraph Shrinking, is designed to improve comprehension.
* Mrs. Nash learns that this activity will help students to… [bullet points]
* Paragraph Shrinking (10 Minutes) [table]
  + Click here to see the Question Card that students use during Paragraph Shrinking. [drop-down menu]
  + Click to view Coaching Tips for Paragraph Shrinking. [drop-down menu]
* Corrective Feedback
  + As the Reader reads, the Coach monitors and offers corrective feedback when his or her partner commits one of these errors… [bullet points]
  + Link: Click here to learn more about the process the Coach uses when the Reader makes a summarization error. [drop-down menu]
* PALS in Action
  + Video: View the movie to watch as two students participate in a Paragraph Shrinking activity.

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* Page 6: Prediction Relay
* The third and final activity in each PALS session is Prediction Relay.
* Prediction Relay (10 minutes) [table]
  + Link: Click here to see the Question Card that students use during Predication Relay. [drop-down menu]
* PALS in Action
  + Video: View the movie to watch two students as they participate in a Prediction Relay activity.

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* Page 7: Pair Students
* Through her research on PALS, Mrs. Nash learns that students are systematically paired so that each dyad consists of one higher-performing reader and one lower-performing one.
* Link: Click here to see an example of Mrs. Nash using this method to pair her students. [drop-down menu]
* For Your Information
* Reason/Example [table]
  + Link: Click here to learn about ways to adjust pairs when students are absent. [drop-down menu]
* Audio: Devin Kearns offers some pointers for pairing students.
* For Your Information
* Activity
  + Link: Click here to get started. [web page]

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* Page 8: Prepare Materials
* Before she trains her students to use PALS, Mrs. Nash wants to make certain that all of her materials and resources are in place.
* Link: premade PALS materials [drop-down menu]
  + Link: Fuchs Research Group [web page]
* Link: bulletin board image [PDF]
* She now knows that… [bullet points]
* Link: Click to view sample text. [drop-down menu]
* Audio: Devin Kearns makes some suggestions for choosing appropriate reading material for student pairs.
* Link: Question Cards [PDF]
* Link: Correction Cards [PDF]
* Link: Point Sheets [PDF]
* Audio: Listen as Devin Kearns discusses the importance of cue cards.

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* Page 9: Train Students
* Before teachers can successfully implement any strategy in their classrooms, they first must ensure that their students are adequately trained.
* Week 1/Week 2/Week 3/Week 4 [table]
* Training Procedures
  + 1. Discuss PALS
    - Link: Explain rules that apply during the implementation of PALS. [drop-down menu]
  + 2. Model PALS Activity
    - Link: set-up procedures [drop-down menu]
  + 3. Allow Time for Guided Practice
    - Link: Rehearse moving to partners. [drop-down menu]
  + 4. Allow Time for Independent Practice
  + Audio: Devin Kearns explains that all students can learn to implement PALS.

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* Page 10: Implement with Class
* After four weeks (i.e., twelve sessions) of training, Mrs. Nash’s students should be ready to independently implement PALS.
* Monitoring
  + This should involve the entire class and… [bullet points]
  + Keep in Mind
  + For Your Information
    - Link: curriculum-based measurement (CBM) [definition]
    - Link: Progress Monitoring: Reading [IRIS Module]
  + Audio: Listen as Devin Kearns highlights the importance of monitoring students while they are engaged in PALS activities.

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* Page 11: References & Additional Resources
* Suggested module citation
* References
* Additional Resources
* Page 12: Credits
* Content Collaborators
* Module Developer
* Module Production Team
* Media

Wrap Up

* Summary of the module
* Audio: Listen as Devin Kearns summarizes PALS…
* Revise Initial Thoughts

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Assessment

* Take some time now to answer the following questions.

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You Have Completed This Module

* Give Us Your Feedback
  + Link: Module Feedback Form
* Professional Development Hours
  + Link: IRIS PD Options
* Related Resources [link]