PALS:
A Reading Strategy for High School

Use this outline to follow along with the module's main features. The blank "Notes" panels below each section are interactive and can be filled in using Adobe Acrobat. Otherwise, print this document and record your notes by hand.

Module Home

- Module Description: This module outlines the benefits of implementing PALS for high school, 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).
- *STAR Legacy* Cycle
- Related to This Module
  - Link: Module Outline
  - Video: Navigating an IRIS *STAR Legacy* Module
  - Link: IRIS and Adult Learning Theory
  - Wrap-Around Content Map

Challenge

- Video: 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.

Notes

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?

Notes

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Perspectives & Resources

❖ **Module Objectives**

- After completing the entire Perspectives & Resources section and reviewing the accompanying activities, you should:
  - ◦ Recognize the instructional and social implications of peer tutoring
  - ◦ Be able to implement PALS
- This IRIS Module aligns with the following licensure and program standards and topic areas…

Notes

❖ **Page 1: Overview of PALS**

- Link: ClassWide Peer Tutoring [definition]
- Characteristics of PALS [bullet points]
- Audio: Doug Fuchs discusses the development of PALS
- Audio: Karin Prentice highlights PALS purpose for high-school students who are struggling with reading
- The reading skills addressed by each grade grouping and the activities that are used to improve those skills
- FYI

Notes

❖ **Page 2: The Benefits of PALS**

- Additional characteristics of the PALS approach [bullet points]
- Research Shows
- Audio: Lynn Fuchs highlights the main features of the PALS approach
- PALS boasts a number of additional benefits for teachers and for students [bullet points]
- For Your Information
  - ◦ Link: best practice [definition]

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Notes

❖ **Page 3: PALS Activities**

- Teachers offer feedback as to how well students are… [checked list]
- Overview of PALS activities

Notes

❖ **Page 4: Partner Reading with Retell**

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

Notes

❖ **Page 5: Paragraph Shrinking**

- Mrs. Garcia learns that Paragraph Shrinking will help students to… [bullet points]
- Paragraph Shrinking
- Corrective feedback [bullet points]
  - Link: The Coach's process for correcting summarization errors [numbered list]

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- Video: Students participate in Paragraph Shrinking

Notes

❖ Page 6: Prediction Relay

- Prediction Relay
- Corrective Feedback
  - Link: The Coach's process for providing Prediction Relay help
- Video: Students participate in a Prediction Relay activity

Notes

❖ 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 [bullet points]
- Reasons that student pairings might require modification
  - Link: Recommendations for dealing with student absenteeism [bullet points]
- FYI

Notes

❖ Page 8: Prepare Materials

- Materials for students' PALS folders (box with links)

- ◦ Procedures
- ◦ Link: Partner Reading
  - ▪ 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
  - ◦ 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 [bullet points]

Notes

❖ Page 9: Train Students
- • Six weeks of PALS training
- • Once the students have mastered the main activities… [bullet points]
- • Training procedures [numbered items with bullet points]
  - ◦ Link: Discuss the PALS approach
    - ▪ Link: PALS rules
  - ◦ Link: Model PALS activities
    - ▪ Link: PALS set-up procedures
  - ◦ Link: Allow time for guided practice
    - ▪ Link: Moving to partners
  - ◦ Link: Provide opportunities for independent practice

Notes

❖ Page 10: Implement with Class

- Breakdown of a 35-minute PALS session
- Keep in Mind
- Audio: Devin Kearns encourages teachers to keep an enthusiastic attitude when implementing PALS
- Audio: Karin Prentice discusses the importance of teacher monitoring
- For Your Information
  - Link: curriculum-based measurement [definition]
- Activity: Watch each video and determine whether the students are following the correct procedures
  - Video: Scenario A
  - Video: Scenario B
  - Link: Feedback

Notes

❖ Page 11: Encourage and Maintain Student Interest

- The teacher awards PALS dollars to student pairs who demonstrate On-the-Job Behaviors [bullet points]
- Link: Order form
- Audio: Karin Prentice discusses the reaction of students who have used PALS and their response to the reinforcement system
- Employee of the Month [bullet points]

Notes

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❖ Page 12: References & Additional Resources

- Suggested module citation
- References
- Additional Resources

❖ Page 13: Credits

- Suggested module citation
- Content Experts
- Module Developers
- Module Production Team
- Media Production Team
- Media
- Expert Interviews

Wrap Up

- Summary of the module
- Audio: Devin Kearns summarizes PALS for high school
- Revisit your Initial Thoughts responses

Notes

Assessment

- Complete the numbered questions. Please note that the IRIS Center does not collect your Assessment responses. If this is a course assignment, you should turn them in to your professor using whatever method he or she requires.

Notes

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You Have Completed This Module

- Give Us Your Feedback
  - Link: Module feedback survey form
- Professional Development Hours
  - Link: IRIS PD Options
- Related Resources [links]