



PALS Webinar Series

- 10/05: Overview & Implementation
– <http://www.nysrti.org/docs/webinars/PALS1.pdf>
- 10/19: Partner Reading with Retell
- 11/02: Paragraph Shrinking
- 11/16: Prediction Relay
- 11/30: Booster session

Each session includes review and Q&A from the previous session. You are encouraged to try the strategies presented between each webinar.

Acknowledgements

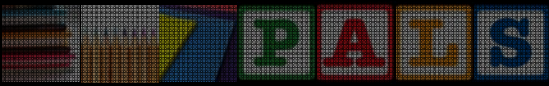
- This presentation is based on material covered in *Peer Assisted Learning Strategies: Reading Methods for Grades 2-6* 2008 Revised Edition by Douglas Fuchs, Lynn S. Fuchs, Deborah Simmons, & Patricia Mathes
- Contributors to the presentation include Kristin Taylor, Devin Kearns, Loulee Yen, Kristen McMaster, and Laura Saenz



Objectives

- Today you will learn to:
 - Teach your students about PALS jobs, teams and points, moving, and PALS rules
 - Implement Partner Reading with correction procedures
 - Implement Retell

4




REVIEW FROM WEBINAR 1 & QUESTIONS



Review: Assigning Pairs

Higher-Performing Readers (HP)	Lower-Performing Readers (LP)	Pairs
Top HP	Top LP	A
2 nd HP	2 nd LP	B
3 rd HP	3 rd LP	C
4 th HP	4 th LP	D
5 th HP	5 th LP	E
6 th HP	6 th LP	F
7 th HP	7 th LP	G
8 th HP	8 th LP	H




Questions about assigning pairs

Q: What if you have a student that is reading considerably below grade level compared to peers and is the only student at this level in your class?

A: Consider:


- Pairing with the second lowest-performing reader
- Cross-grade tutoring (student works with a child one grade level down)
- If there's not a peer option, have the child work with an adult



Questions about assigning pairs

Q: How do we do this in Inner City school where most students are performing 2-4 grades below average? In classroom- there is a wide range of students academic levels.

A: PALS was designed to accommodate diversity. The pairing scheme should still work. It will be especially critical to select texts of appropriate difficulty levels (might be out of grade level).



Questions about assigning pairs

Q: Should the pair be heterogeneous, reading at the same level?

A: Yes, the pair should include a stronger and a weaker reader.


Questions about assigning pairs

Q: Do PALS partners change as in flexible grouping?

A: Generally, PALS partners change every 4 weeks. But you can make adjustments at other times, as needed.

Review: Selecting Texts

- Text should be at weaker reader's level
 - No more than 10 errors per 100 words
- Each pair may read from DIFFERENT text
 - Within the pair, students read the same text



Selecting appropriate texts is critical to the success of PALS

Questions about Selecting Texts

Q: Should both students be able to read the text independently?

A: The book should be at the weaker reader's *instructional* level, which will likely be at the stronger reader's *independent* level. The stronger reader should still benefit from the reading practice.

Questions about
Selecting Texts

Q: Are the students given text choice?

A: Yes! Choice is a great way to motivate kids! One way to do this is to have baskets or shelves containing books organized by level. Tell students which basket they may select from. That way, the book is at their level, but they are able to make a choice.


Questions about
Selecting Texts

Q: Do PALS meet together several times with the same text?

A: This depends on the length of the text. If they are reading brief texts (e.g., leveled readers, trade books, assigned pages from a basal reader), they might finish in one session. If they are reading longer texts (e.g., chapter books), it might take several sessions.

Scheduling PALS

- Implement PALS:
 - 2-3 times per week
 - 35-45 minutes per session
 - for at least 16-18 weeks
- Implement PALS at a regular time.
 - Same time each day.
 - Same days each week.



Questions about Scheduling PALS

Q: Is there a time period/expected needed minutes for reading/ switching roles?

A: Yes, in each activity, each student in a pair reads for 5 minutes. I'll explain more about this today!

Review: PALS Activities

- Four reading activities in pairs
 - Partner Reading
 - Retell
 - Paragraph Shrinking
 - Prediction Relay
- “Points” system for motivation
 - Student level
 - Teacher level

Training Students

12-DAY TRAINING SEQUENCE		
Week 1	Day 1 Learning About PALS <ul style="list-style-type: none"> • Introduction to PALS • PALS Job Coach & Reader • Working in Pairs • Teams & Team Points • Winning (Optional) 	Day 2 Introduction to Partner Reading <ul style="list-style-type: none"> • PALS Rules • How to Set Up PALS Materials • Partner Reading Procedures • Partner Practice Partner Reading (without Correction Procedures)
		Day 3 Partner Reading Practice <ul style="list-style-type: none"> • Correction Procedures • Earning & Recording Points • Partner Practice Partner Reading (with Correction Procedures) • Report Points (Week 1 Winning Team)
Week 2	Day 4 Review & Retell <ul style="list-style-type: none"> • Partner Practice Partner Reading (with Correction Procedures) • Award Procedures • Earning Points • Whole Class Practice Retell 	Day 5 Partner Reading & Retell Practice <ul style="list-style-type: none"> • Review Retell • Partner Practice Partner Reading & Retell
		Day 6 Introduction to Paragraph Shrinking <ul style="list-style-type: none"> • Review Partner Reading & Retell • Paragraph Shrinking Procedures • Report Points (Week 2 Winning Team)
Week 3	Day 7 Paragraph Shrinking Practice <ul style="list-style-type: none"> • Review Paragraph Shrinking • Identifying Paragraphs (Optional) • Short Paragraphs • Earning Points • Whole Class Practice Paragraph Shrinking 	Day 8 Partner Reading, Retell & Paragraph Shrinking Practice <ul style="list-style-type: none"> • Review Paragraph Shrinking • Paragraph Shrinking Helping • Partner Practice Paragraph Shrinking
		Day 9 Paragraph Shrinking Helping <ul style="list-style-type: none"> • Partner Practice Partner Reading, Retell, and Paragraph Shrinking • Report Points (Week 3 Winning Team)
Week 4	Day 10 Introduction to Prediction Relay <ul style="list-style-type: none"> • Prediction Relay Procedures • Reasonable Predictions • Whole Class Practice Prediction Relay 	Day 11 Prediction Relay Practice <ul style="list-style-type: none"> • Review Prediction Relay • Earning Points • Partner Practice Prediction Relay
		Day 12 Putting it All Together <ul style="list-style-type: none"> • Practice Partner Reading, Retell, Paragraph Shrinking, and Prediction Relay • PALS Training Completion Certificates • Report Points (Week 4 Winning Team)

Day 1

Introduction to PALS

- Peer = someone your age
- Assisted (or assisting) = helping
- Learning

Strategies = using different ways to help us learn

Day 1

PALS Jobs: Coach & Reader

- A Coach helps his/her partner like a tutor or a teacher
- A Reader reads out loud and answers questions.
- Partners switch jobs, and everyone will be a Coach and a Reader each day.

Read along: Script on p. 7 of manual.

Day 1

Working in Pairs and Teams

- First Readers always read first.
- Second Readers always read second.
- Partners work together for four weeks.
- Partners work together to earn points for their team.

[illegible][illegible]

Day 2

PALS Rules

- Talk only to your partner and only about PALS
- Keep your voice low
- Cooperate with your partner
- Try your best!

Day 2

Organizing Materials

Pair One
Scooter McGee
Chef Boyardee

Days 2-3

Partner Reading

- Purpose
 - Fluency practice
- Organization
 - Students sit in pairs
 - They share one copy of the book

Pair One
Scooter McGee
Chef Boyardee

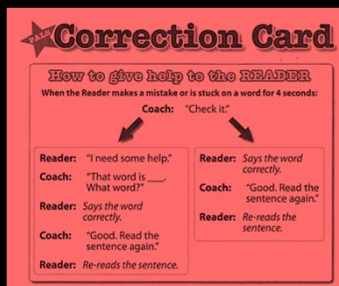
Days 2-3 Partner Reading Procedure

- First Reader reads for 5 minutes
 - “Quickly, carefully, and with expression”
- Second Reader acts as Coach
 - Listens and helps with mistakes and hard words (uses procedure)
 - Marks one point for each sentence
- They switch roles and repeat
 - Second Reader reads the **same text**

Day 3 Four Kinds of Mistakes

1. Saying the wrong word or word ending.
*In Faye's house, everyone **remembered** things...everyone except Faye.*
2. Leaving out a word or word ending.
*Faye's mother remembered (**where**) she put things.*
3. Adding a word or word ending.
*One day, Faye decided to take **up** tumbling lessons with her best friend.*
4. Waiting longer than four seconds.

Day 3: Partner Reading Correction



Partner Reading Corrections: What if...

- The Reader gets stuck on a word?
 - The Coach waits for 4 seconds and then helps
- The Reader doesn't know what word the coach is talking about?
 - The Coach *always points to the word missed*
- Neither partner knows the word?
 - The Coach raises hand and they keep on working

Day 3: Marking Points

- Specific procedure
 - Coach marks one point for each sentence
 - Coach marks point right after Reader reads sentence
 - Marked with slash (not an X)
- Why be so specific?

Point Sheet

1st Reader: _____
2nd Reader: _____
Teacher: _____
Date: _____

READING LOG

Book 1: ☐
Book 2: ☐

Day 1 points: _____
Day 2 points: _____
Day 3 points: _____

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	100
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Practice Together

First Reader, 5 minutes

Once upon a time, the giantess Flumbra fell head-over-heels in love with an ugly giant who lived far, far away on the other side of the mountains. Now, all giants are lazy, but Flumbra's giant was lazy beyond compare. He was so lazy that he couldn't even be bothered to visit her.

Flumbra waited and waited for him. She even started to clean up her cave—for the first time in a hundred years—just in case he might show up. Everything that was lying around loose she threw out of the cave. Soon, gravel, then stones, and finally boulders began to bounce and slide down the mountainside, pulling up flowers, grass, and moss all along the way.

"It's a landslide!" said the people in the villages below.

from *A Giant Love Story*,
by Guðrún Helgadóttir and
Brian Pilkington

21	22	23	24	25	26	27	28	29	30	31
41	42	43	44	45	46	47	48	49	50	51
61	62	63	64	65	66	67	68	69	70	71

Practice Together
Second Reader: Five Minutes

Check it!

Once upon a time, the giantess Flumbra fell head-over-heels in love with an ugly giant who lived far, far away on the other side of the mountains. Now, all giants are lazy, but Flumbra's giant was lazy beyond compare. He was so lazy that he couldn't even be bothered to visit her.

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Practice Together
Second Reader: Five Minutes

That word is "giantess." What word?

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Practice Together
Second Reader: Five Minutes

Good! Read that sentence again.

Once upon a time, the *giantess* Flumbra fell head-over-heels in love with an ugly giant who lived far, far away on the other side of the mountains. Now, all giants are lazy, but Flumbra's giant was lazy beyond compare. He was so lazy that he couldn't even be bothered to visit her.

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Second Reader: Five Minutes

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Partner Reading Quiz

- Who reads first? Why?
- What is the correction procedure?
- What happens if the reader gets stuck on a word?
- What do the partners do if neither of them knows the word?
- What does the Second Reader read?

Training Students

12-DAY TRAINING SEQUENCE			
	Day 1 Learning About PLS <ul style="list-style-type: none"> Introduction to PLS PLS Index, Coach & Reader Working in Pairs Teams & Team Points Missing (Optional) 	Day 2 Introduction to Partner Reading <ul style="list-style-type: none"> PLS Index PLS Rules How to Set Up PLS Materials Partner Reading Procedures Partner Practice Partner Reading (without Correction Procedures) 	Day 3 Partner Reading Practice <ul style="list-style-type: none"> Correction Procedures Earning & Recording Points Partner Practice Partner Reading (with Correction Procedures) Report Points (Week 1 Winning Team)
Week 2	Day 4 Introduction to Retell <ul style="list-style-type: none"> Partner Practice Partner Reading (with Correction Procedures) Retell Procedures Earning Points Whole Class Practice Retell 	Day 5 Partner Reading & Retell Practice <ul style="list-style-type: none"> Review Retell Partner Practice Partner Reading & Retell 	Day 6 Introduction to Paragraph Shrinkage <ul style="list-style-type: none"> Review Partner Reading & Retell Paragraph Shrinkage Procedures Report Points (Week 2 Winning Team)
Week 3	Day 7 Paragraph Shrinkage Practice <ul style="list-style-type: none"> Review Paragraph Shrinkage Missing Paragraphs (Optional) Short Paragraphs Earning Points Whole Class Practice Paragraph Shrinkage 	Day 8 Partner Reading, Retell, & Paragraph Shrinkage Practice <ul style="list-style-type: none"> Review Paragraph Shrinkage Paragraph Shrinkage Helping Partner Practice Paragraph Shrinkage 	Day 9 Paragraph Shrinkage Helping <ul style="list-style-type: none"> Partner Practice Partner Reading, Retell, and Paragraph Shrinkage Report Points (Week 3 Winning Team)
Week 4	Day 10 Introduction to Prediction Relay <ul style="list-style-type: none"> Prediction Relay Procedures Missing Paragraphs Whole Class Practice Prediction Relay 	Day 11 Prediction Relay Practice <ul style="list-style-type: none"> Review Prediction Relay Earning Points Partner Practice Prediction Relay 	Day 12 Practice It All Together <ul style="list-style-type: none"> Practice Partner Reading, Retell, Paragraph Shrinkage, and Prediction Relay PLS Training Completion Certificate Report Points (Week 4 Winning Team)

Days 4-5: Retell

- Purpose
 - Builds comprehension
 - Particularly, retelling events in sequence
- Organization
 - Students continue to sit in pairs
 - The second reader has the book



Days 4-5: Retell Procedure

Find the Question Card

- Retell lasts 2 minutes
- Second Reader *can look back at text* during Retell

RETELL

2nd Reader retells. First Reader asks:

1. What happened first?
2. What happened next?
3. Continue asking what happened next.

Did you earn all 10 points?

Days 4-5: Retell Correction

- First Reader tells the Second Reader what happened next
- The Second Reader continues on

Practice Together: Second Reader, 2 minutes

Once Flumbra fell head-over-heels in love with her, far, far away on the other side of the mountain, the giant was so lazy that he couldn't even be bothered to visit her.

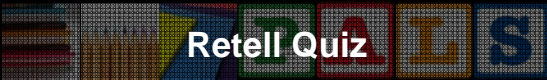
What did you learn next?

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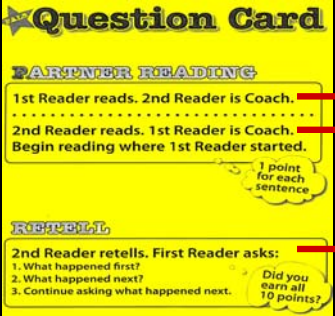


Retell Quiz

- Who does the Retelling?
- What does the Coach ask?
- What does the Coach do if the Reader is stuck?
- How are points awarded?




PALS Review



5 min


5 min

2 min




Fidelity

- What is fidelity?
 - Implementing PALS as it was designed to be implemented
 - Implementing PALS for the recommended amount of time
- Why is fidelity important?
 - If PALS is changed in substantial ways, we can be less certain that it will have the intended effect
 - Makes it difficult to evaluate the effects of PALS.



Fidelity

- Follow the PALS scripts (doesn't need to be verbatim, but should cover the same content)
- Use the PALS materials
 - Question Card
 - Correction Card
 - Point Sheet
- Ensure that students are “getting it.”
- Reteach as needed.
- Implement PALS 3 times per week.



For More Information and Materials

- Visit the Website
 - www.kc.vanderbilt.edu/pals/
- Email pals@vanderbilt.edu
- Email Kristen McMaster at University of Minnesota
 - mcmas004@umn.edu



Thanks!
