

Grades 2-6 Reading PALS Implementation Checklist

Fidelity Time 1 2 3

Teacher: _____ School: _____ Observer: _____

Timeslot: _____ # of Students Present: _____

Grade: _____

PALS OVERALL _____ Start Time _____ End Time _____

circle = behavior observed

blank = behavior not observed

crossed out = not applicable

Classroom Arrangement/Set-up Checklist

Value

Getting Ready for PALS

- | | | Start Time | End Time |
|---|--|------------|----------|
| 1 | Get Ready in 1-2 minutes | | |
| 1 | Higher performing readers are paired with lower performing readers | | |
| 1 | Students are seated next to their partners and books are placed between them | | |
| 1 | Students should know who their partner is for the day | | |

Teacher Materials

- | | | | |
|---|-----------------------------------|--|--|
| 1 | Training Overheads, if applicable | | |
| 1 | Timer | | |

Student Materials

- | | | | |
|---|---|--|--|
| 1 | 1 | Books with page numbers marked (1 pt for book, 1 pt for page marked) | |
| 1 | | Pencils | |
| 1 | | Questions Cards | |
| 1 | | Point Sheets | |

Comments:

Partner Reading

Teacher Behaviors

Value

1	Prompts students to begin activities
1	Prompts students to switch roles
1	Keeps students on task and following PALS rules
1 1	Teacher monitors at <i>least</i> two pairs (1 point for each pair)
1	Teacher awards extra points for good PALS behaviors
1	Teacher provided positive feedback, if applicable
1	Teacher provided corrective feedback, if applicable
1	Partner Reading: Start time Switch roles End Time (Each Reader must have an opportunity to read for 5 minutes to earn 1 point.)
1	Retell Start time End Time Reader 2 retells the story for 1 minute (2nd-3rd) or 2 minutes (4th-6th)

Student Behaviors

Reader 1 _____ & Reader 2 _____

Value

1	Reader 1 reads aloud from book for 5 minutes.
1	Reader 2 corrects mistakes using the correction procedure <i>Correction Procedure: "Stop, you missed that word. Can you figure it out? (waits 4 seconds) If reader figures it out: "Good. Read the sentence again." OR if reader continues to struggle: "That word is _____. What word? Read the sentence again."</i>
1	Reader 2 awards 1 point for each correctly read sentence

Pairs switch jobs

1	Reader 2 reads SAME text for 5 minutes
1	Reader 1 corrects mistakes using the correction procedure above
1	Reader 1 awards 1 point for each correctly read sentence
1	Reader 2 retells the story for 1 minute (2nd-3rd) or 2 minutes (4th-6th)
1	Students mark 10 points for retelling the story.

Comments:

Partner Reading continued

Reader 1 _____ & Reader 2 _____

Value

1 Reader 1 reads aloud from book for 5 minutes.

1 Reader 2 corrects mistakes using the correction procedure

Correction Procedure: "Stop, you missed that word. Can you figure it out? (waits 4 seconds) If reader figures it out: "Good. Read the sentence again." OR if reader continues to struggle: "That word is _____. What word? Read the sentence again."

1 Reader 2 awards 1 point for each correctly read sentence

Pairs switch jobs

1 Reader 2 reads SAME text for 5 minutes.

1 Reader 1 corrects mistakes using the correction procedure above

1 Reader 1 awards 1 point for each correctly read sentence

1 Reader 2 retells the story for 1 minute (2nd-3rd) or 2 minutes (4th-6th)

1 Students mark 10 points for retelling the story.

Comments:

Paragraph Shrinking

Teacher Behaviors

Value

1	Prompts students to begin activities
1	Prompts students to switch roles
1	Keeps students on task and following PALS rules
1 1	Teacher monitors at <i>least</i> two pairs (1 point for each pair)
1	Teacher awards extra points for good PALS behaviors
1	Teacher provided positive feedback, if applicable
1	Teacher provided corrective feedback, if applicable
1	Paragraph Shrinking: Start time Switch roles End Time (Each Reader must have an opportunity to read and shrink for 5 minutes to earn 1 point.)

Student Behaviors

Reader 1 _____ **& Reader 2** _____

Value

1	Reader 1 reads aloud from NEW TEXT for 5 minutes. <i>Summarization of each paragraph</i>
1	Reader 1 names the most important "who" or "what" in the paragraph
1	Reader 2 awards 1 point for correct answer
1	Reader 1 states the most important thing about the "who" or "what"
1	Reader 2 awards 1 point for correct answer
1	Reader 1 states the main idea in 10 words or less
1	Reader 2 awards 1 point for correct answer
1	Reader 2 helps fix answers using the correction procedure: <i>Correction Procedure: "That's not quite right. Skim the paragraph and try again."</i>

Pairs switch jobs

1	Reader 2 reads aloud from NEW TEXT for 5 minutes. <i>Summarization of each paragraph</i>
1	Reader 2 names the most important "who" or "what" in the paragraph
1	Reader 1 awards 1 point for correct answer
1	Reader 2 states the most important thing about the "who" or "what"
1	Reader 1 awards 1 point for correct answer
1	Reader 2 states the main idea in 10 words or less
1	Reader 1 awards 1 point for correct answer
1	Reader 1 helps fix answers using the correction procedure above

Comments:

Paragraph Shrinking continued

Student Behaviors

Reader 1 _____ & Reader 2 _____

Value

1 Reader 1 reads aloud from NEW TEXT for 5 minutes.

Summarization of each paragraph

1 Reader 1 names the most important "who" or "what" in the paragraph

1 Reader 2 awards 1 point for correct answer

1 Reader 1 states the most important thing about the "who" or "what"

1 Reader 2 awards 1 point for correct answer

1 Reader 1 states the main idea in 10 words or less

1 Reader 2 awards 1 point for correct answer

1 Reader 2 helps fix answers using the correction procedure:

Correction Procedure: "That's not quite right. Skim the paragraph and try again."

Pairs switch jobs

1 Reader 2 reads aloud from NEW TEXT for 5 minutes.

Summarization of each paragraph

1 Reader 2 names the most important "who" or "what" in the paragraph

1 Reader 1 awards 1 point for correct answer

1 Reader 2 states the most important thing about the "who" or "what"

1 Reader 1 awards 1 point for correct answer

1 Reader 2 states the main idea in 10 words or less

1 Reader 1 awards 1 point for correct answer

1 Reader 1 helps fix answers using the correction procedure above

Comments:

Prediction Relay

Teacher Behaviors

Value

1	Prompts students to begin activities		
1	Prompts students to switch roles		
1	Keeps students on task and following PALS rules		
1 1	Teacher monitors at <i>least</i> two pairs (1 point for each pair)		
1	Teacher awards extra points for good PALS behaviors		
1	Teacher provided positive feedback, if applicable		
1	Teacher provided corrective feedback, if applicable		
1	Prediction Relay: Start time	Switch roles	End Time
	(Each Reader must have an opportunity to read and predict for 5 minutes to earn 1 point.)		

Student Behaviors

Reader 1 _____ & Reader 2 _____

Value

1	Prediction sequence continues for 5 minutes.
1	Reader 1 predicts what will happen in the text
1	Reader 2 awards 1 point for a reasonable prediction
1	Reader 1 reads a half page of NEW TEXT
1	Reader 2 awards 1 point
1	Reader 2 asks Reader 1 to confirm whether prediction came true
1	Reader 1 confirms or disconfirms prediction
1	Reader 2 awards 1 point
1	Reader 1 makes a new prediction

Pairs switch jobs

1	Prediction sequence continues for 5 minutes.
1	Reader 2 predicts what will happen in the text
1	Reader 1 awards 1 point for a reasonable prediction
1	Reader 2 reads a half page of NEW TEXT
1	Reader 1 awards 1 point
1	Reader 1 asks Reader 2 to confirm whether prediction came true
1	Reader 2 confirms or disconfirms prediction
1	Reader 1 awards 1 point
1	Reader 2 makes a new prediction

Comments:

Prediction Relay continued

Student Behaviors

Reader 1 _____ & Reader 2 _____

Value

- 1 Prediction sequence continues for 5 minutes.
- 1 Reader 1 predicts what will happen in the text
- 1 Reader 2 awards 1 point for a reasonable prediction
- 1 Reader 1 reads a half page of NEW TEXT
- 1 Reader 2 awards 1 point
- 1 Reader 2 asks Reader 1 to confirm whether prediction came true
- 1 Reader 1 confirms or disconfirms prediction
- 1 Reader 2 awards 1 point
- 1 Reader 1 makes a new prediction

Pairs switch jobs

- 1 Prediction sequence continues for 5 minutes.
- 1 Reader 2 predicts what will happen in the text
- 1 Reader 1 awards 1 point for a reasonable prediction
- 1 Reader 2 reads a half page of NEW TEXT
- 1 Reader 1 awards 1 point
- 1 Reader 1 asks Reader 2 to confirm whether prediction came true
- 1 Reader 2 confirms or disconfirms prediction
- 1 Reader 1 awards 1 point
- 1 Reader 2 makes a new prediction

Comments:

Student Points
_____ %

Teacher Points
_____ %

Total Points
_____ %

Overall Suggestions/Comments: