

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

| | | | |
|---|--|------------|----------|
| 1 | Get Ready in 1-2 minutes | Start Time | End Time |
| 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: