

## Daily Five Method and ELL Students

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Introduction: The new Arizona College and Career Ready Standards (AZCCRS) require teachers and students to understand concepts deeply for a more natural approach to problems and problem-solving in English Language Arts and Math. This leaves students behind who cannot comprehend the English language and thus cannot comprehend basic concepts due to the language barrier. At Raytheon, communication and collaboration are key elements to success in project development and the success of the mission. During my work at Raytheon, I was able to see team members working together to solve a common problem while taking turns sharing ideas. I found these skills to be invaluable for classrooms of today. Teaching students how to collaborate and communicate is key to success for English Language Learners.

The demands on an English-Language Learner (ELL) prompted me to begin this study. The purpose of my project was to find an effective method to teach English Language Learners with the Language Arts curriculum to promote a deeper understanding of other topics and development of important 21<sup>st</sup> century skills.

Findings: **There was a significant change in students' scores on the listening comprehension test pre to post intervention.** Students were tested on listening comprehension at the beginning of the intervention and again at the end of the intervention. The graph below shows students' pre and post scores. This finding suggests that Daily Five instruction increased students' listening comprehension. **There was a positive change in students' collaboration and communication skills.** Students were observed on three different occasions: before, during and after the Daily Five Interventions The figure below shows students' frequencies of collaboration and communication exchanges that were student-led. This finding suggests that the Daily Five had an important impact on the outcome of the students' collaboration and communication interactions. **There was a change in the teacher's classroom management strategies based on three observations.** Daily Five increased the amount of classroom management strategies employed by the ELD teacher. During the three observations, the ELD teacher began to use the classroom management strategies that are a necessary structure of Daily Five model. For example, get started right away, work quietly, and ask other students for help and not the teacher. The figure below shows the teacher's use of effective classroom management strategies before, during and after the intervention. This finding suggests that Daily Five had a positive effect on the learning environment in the classroom.

Action Plan: I will continue to implement Daily Five instruction in the classroom for all learners. I will continue to support teachers in order to adopt a school-wide culture in the area of Daily Five instruction with Professional Development. This year, in addition to Daily Five instruction, I am implementing Project-Based Learning units into the science curriculum to support students' communication, collaboration, creativity and critical-thinking.