

Daily Five Method and ELL Students



Tracie Van Ert, Raytheon, Fifth Grade Teacher

College of Education, University of Arizona

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. 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 21st century skills.

Connection to Industry

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. All employees at Raytheon contribute to the solution and are encouraged to have 'Personal Warranty', the feeling of ownership and oneness with each project. These are the ideas I wanted to use in the classroom to encourage students to take ownership of learning by communicating and collaborating with each other.

Questions

- Working in collaboration with an elementary English Language Development (ELD) teacher:
 - 1) How did English Language Learners (ELL) perform on listening assessments when they participated in the Daily Five model?
 - 2) To what extent did the Daily Five model assist in fostering ELL students' communication and collaboration skills?

Investigation

Data was collected from one class of 22 1st grade students in English Language Development during the 4th quarter of the 2014-2015 school year. I taught the Daily Five components of instruction twice a week for six weeks.

Five components of Daily Five: Read to Self, Read to Someone, Word Work, Writing, and Listening. As I taught these components, I emphasized a need to build trust before choice and community before individual needs. While I was teaching the students, I was coaching the teacher emphasizing the need for direct, explicit instruction and short intervals of repeated instruction.

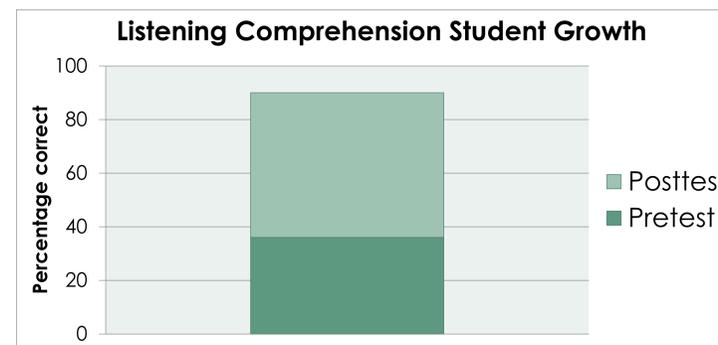
Data Collection

- Pretest and Posttest for listening comprehension
- Daily observations before, during, and after intervention
- Student artifacts
- Teacher and principal interviews

Findings/Results

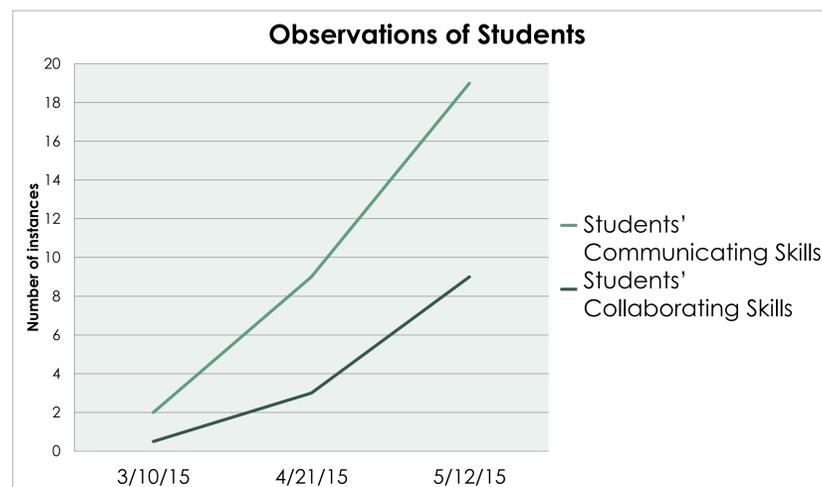
There was a significant change in students' scores on the listening comprehension test pre to post intervention.

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.

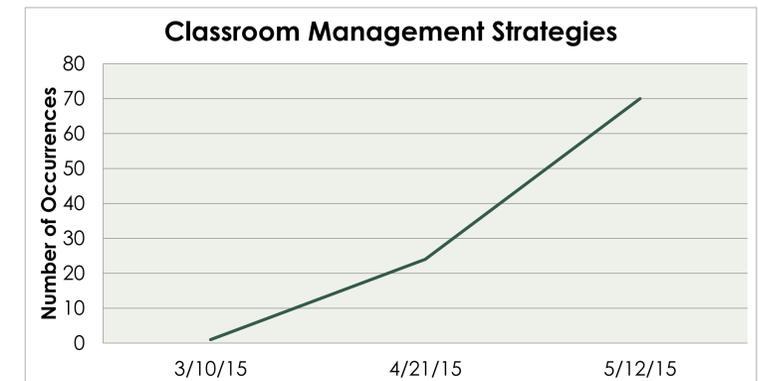
Students were observed on three different occasions: before, during, and after the Daily Five Interventions. The figure below shows students' frequencies of collaboration and communication exchanges that were student-led. This finding suggests that the Daily Five had an important impact on the outcome of the students' collaboration and communication interactions.



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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 the 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.



Students were able to recall the specific desired behaviors of each of the Daily Five components.

For example, students wrote in letters that they needed to use "quiet voices, stay in one spot, and read the whole time." Additionally, the teacher noted in the exit interview that "lots of students gained more confidence."

Changes to Classroom Practice/Future Work

- 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.

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