

## Introducing the 2<sup>nd</sup> Edition Daily Language Instruction (DLI) for Grade 3

Why the Revision?	Grade 3-2nd Edition
<b>Skills were added.</b>	<p>Skills added in the 2nd Edition:</p> <ol style="list-style-type: none"> <li>1. Abstract Nouns</li> <li>2. Irregular Plurals</li> <li>3. Writing the Numbers 1-9 in Words</li> <li>4. Sentence Fragments</li> <li>5. Identifying Conversation Elements: "the tag" and "the quotation" (scaffolding for conversation)</li> <li>6. Pronouns</li> <li>7. Helping Verbs</li> <li>8. Adjectives</li> </ol> <p style="text-align: center;">*The 2nd Edition provides strong support for the increased rigor in district and state standards including the Common Core State Standards and Colorado Academic Standards.</p>
<b>Skills were removed.</b>	<ol style="list-style-type: none"> <li>1. Moved to Grade 4: capitalizing the names of landforms and bodies of water</li> <li>2. Moved to Grade 5: quotation marks around movie and song titles</li> </ol>
<b>Some skills were given greater emphasis.</b>	Complete Sentences, Sentence Fragments, Conversation
<b>Some skills remained but were addressed in a different way.</b>	Homophones were de-emphasized in the student items and included more often in the context of editing paragraphs. Two homophones are featured each week in the DLI spelling lists with the most common homophones revisited during the year.

<p><b>Some effective teaching strategies were used in <u>some</u> but not <u>all</u> grade levels of DLI.</b></p> <p><b>Implication: Include these strategies in the new editions (3-4-5-6) to create a “seamless flow” from one grade level to the next.</b></p>	<ol style="list-style-type: none"> <li>1. Added a week of instruction to introduce <i>Conversation Elements</i>. Prior to the <i>Grade 3</i> revision, these concepts were included only in the <i>Grade 2</i> and <i>Grade 6</i> editions, which were developed at a later time.</li> <li>2. Added the “<i>House Model</i>” strategy, which debuted in the <i>Grade 6</i> edition, to <i>Grades 3-4-5</i>. The “<i>House Model</i>” compares a complete sentence (independent clause) to a house. The subject and predicate each contribute one-half of the complete house. This makes an abstract concept more concrete to students and helps develop the idea of a complete sentence. This model is useful to support the concept of a compound sentence in <i>Grade 4</i>; it is represented by a duplex house.</li> </ol>
<p><b>The weekly mini-lesson is critical to provide the direct instruction on the focus skill.</b></p> <p><b>For that reason, the mini-lesson section was strengthened to better support teachers in planning and carrying out this foundational weekly lesson.</b></p>	<p>The Mini-Lesson Section grew from 19 pages in the 2003 edition to 68 pages in length.</p> <p>This part of the DLI resource is an invaluable support to teachers whether they are veterans or new to the grade level.</p> <p>Teaching strategies include <u>songs</u> and many <u>interactive activities</u> to encourage active participation. Picture books and related websites are offered and several strategies are provided to introduce each skill.</p> <p>The new edition offers more background information on the focus skills for teachers, which can be important with the increased rigor in the standards and the number of new skills that have been added.</p>

<p><b>Pre-post assessments have been added at six-week intervals.</b></p>	<p>Pre-post assessments are valuable tools to support your instruction. While a spiraling review is built into the DLI materials, the pre-post assessments will easily allow you to identify areas where more support may be needed and to celebrate growth with your students.</p>
<p><b>Text boxes are used to draw students' attention to short, embedded mini-lessons.</b></p>	<p><b>Text Boxes to Introduce New Concepts</b></p> <p>Text boxes are used in the new edition to support the introduction of a new concept and to focus students' attention on key ideas. The information in the text box effectively presents the new concept with definitions and examples.</p> <p>This is another way that the new edition supports the direct instruction on the focus skill.</p>
<p><b>The new edition supports a smooth transition for students from the Grade 2 DLI materials to Grade 3.</b></p>	<p>The Grade 2 edition features one sentence each day for students to correct. Manuscript dotted lines are provided to record answers. These sentences offer practice opportunities for new and review skills. This same type of sentence has been added to the Grade 3 edition for the first six weeks; the use of this transitional sentence diminishes each week.</p>
<p><b>Additional formats have been added to prepare students for formal assessments more effectively.</b></p>	<p>A greater variety of formats is employed in the 2nd edition. Since DLI is used in many states, a broad range of formal assessment formats supports test preparation.</p> <p>In addition, we responded to a concern expressed by teachers who shared that students had experienced difficulty in navigating changes in state assessment editing paragraph formats. These formats required students to transfer thoughts about items on a page on their left to a page on their right where answers were recorded.</p> <p>Practice with transferring thoughts from the top to the bottom of the page was added early in the year, and practice transferring from left to right was added by mid-year.</p>

<p><b>Format changes have enhanced the new edition.</b></p>	<ol style="list-style-type: none"> <li>1. Comic Sans font replaced Times New Roman. The letter formations in Comic Sans are similar to the formations that students use in their manuscript writing, and it has a clean, un-cluttered look.</li> <li>2. Effective graphics were added to support the introduction of big ideas: conversation and possessives vs. plurals.</li> <li>3. The header at the top of the student pages is now more explicit. It announces the focus skill for the week <u>and</u> the phrase "+ Review" is included.</li> </ol> <p>Teachers had always understood that DLI provided a spiraling review of skills, but it was not directly stated in the header. Adding the phrase "+ Review" communicates more effectively to parents and other audiences. They will expect to find items addressing the focus skill for the week as well as items that provide review for prior skills.</p>
<p><b>Errors have been corrected</b></p>	<p>While DLI features intentional errors, some unintended errors in the previous edition have been corrected. Three editors, each with a specific skill set, supported the revision process.</p>
<p><b>The student section includes more practice opportunities.</b></p>	<p>Since eight new skills were added to the Grade 3-2<sup>nd</sup> edition, more practice items were needed to sufficiently support student learning. For that reason, there are more pages in the student section in the new edition.</p>
<p><b>A word bank was added in the spelling section.</b></p>	<p>A new word bank in the spelling section provides support for differentiation. This resource offers a list of words that follows the same pattern as the core skill for the week. You can customize your students' spelling lists for the week and choose easier words if students need support or create challenges for those who are ready for the next step.</p>