

Introducing the NEW 2011 Daily Language Instruction (DLI) for Grade 4!

Why the Revision?	2011 Edition
Skills were added.	<p>Skills added in the 2011 Edition:</p> <ol style="list-style-type: none"> 1. Kinds of sentences 2. Capitalizing brand names, product names, and official names 3. Writing the numbers 1-9 in words 4. Irregular plurals 5. Sentence fragments/run-on sentences 6. Simple/compound predicates 7. Prepositions and prepositional phrases for sentence expansion/commas after prep. phrases 8. Order of adjectives 9. Pronouns/order/choosing I or me/pronoun-antecedent agreement 10. Two-week unit on forming compound sentences with a comma and conjunction 11. Four reasons to start new paragraphs (including paragraphing conversation) <p style="text-align: center;">*The new 2011 editions provide strong support for skills in the Common Core State Standards and Colorado Academic Standards. (Release dates: Grade 3-6/2011, Grade 4-9/2011, Grade 5- 6/2012)</p>
Skills were removed.	<ol style="list-style-type: none"> 1. Moved to Grade 5: quotation marks around movie and song titles 2. Removed: colon for writing time
Some skills were given greater emphasis.	<ol style="list-style-type: none"> 1. Conversation- introduced earlier to support application in authentic writing (Week 9 instead of 18) 2. Simple and compound subjects and predicates (This supports sentence combining and provides scaffolding for compound sentences) 3. Function of parts of speech 4. More emphasis on sentence expansion (weeks on pronouns/prepositions) 5. More emphasis on sentence combining (pronouns/compound sentences)

<p>Some skills remained but were addressed in a different way.</p>	<p>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>
<p>Some effective teaching strategies were used in <u>some</u> but not <u>all</u> grade levels of DLI.</p> <p>Implication: Include these strategies in the new editions (3-4-5) to create a "seamless flow" from one grade level to the next.</p>	<ol style="list-style-type: none"> 1. Added Conversation Elements: "the tag" and "the quotation." This scaffolds instruction on patterns of conversation. Prior to the Grade 4 revision, these concepts were included only in the Grade 2 and Grade 6 editions, which were developed at a later time. 2. Added the "House Model" strategy, which debuted in the Grade 6 edition, to Grades 3-4-5. The "House Model" 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 Grade 4; it is represented by a duplex house.
<p>The weekly mini-lesson is critical to provide the direct instruction on the focus skill.</p> <p>For that reason, the mini-lesson section was strengthened to better support teachers in planning and carrying out this foundational weekly lesson.</p>	<p>The Mini-Lesson Section grew from 19 pages in the 2004 edition to 109 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 songs and interactive activities 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>Text boxes are used to draw students' attention to short, embedded mini-lessons.</p>	<p>Text boxes are used in this 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>Additional formats have been added to prepare students for formal assessments more effectively.</p>	<p>A greater variety of formats is employed in the 2011 edition. Since DLI is used in many states, a broad range of formal assessment formats are presented.</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 as well as from the left to right was added.</p>
<p>Errors have been corrected</p>	<p>While DLI features intentional errors, unintended errors in the previous edition have been corrected. Three editors, each with a specific skill set, supported the revision process.</p>
<p>The student section includes more practice opportunities.</p>	<p>Since eleven new skills were added to the 2011 Grade 4 edition, more practice items were needed to sufficiently support skill development. For that reason, there are more pages in the student section in the 2011 Edition.</p>

<p>Format changes have enhanced the new edition.</p>	<ol style="list-style-type: none"> 1. Verdana font replaced Times New Roman. The letter formations are similar to manuscript, and it has a clean, un-cluttered look. 2. Effective graphics were added to support the introduction of big ideas: conversation and "house models." 3. The header at the top of the student pages is now more explicit. It announces the focus skill(s) for the week <u>and</u> the phrase "+ Review" is included. <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 providing review for previous skills.</p>
<p>Affixes and Root Words replace the Challenge Words in the spelling lists.</p>	<p>Five challenge words were previously included as part of each weekly spelling list. These words supported vocabulary development but were selected randomly. They have been replaced with affixes and root words. Students are introduced to a prefix, suffix, or a Greek or Latin root, its meaning, and five related words each week.</p>