

## Alternative Instructional Strategies - Level 8 TBYS Sample

<p>Level 8 - Lesson 11 Complex Sentences</p>	<ul style="list-style-type: none"> <li>● Allow the student to use the list of subordinators for the assignments in Lesson 11.</li> <li>● Add the rules for punctuating complex sentences (page 74) to the Writer's Notebook.</li> <li>● Continue to allow the student to access the list of coordinating conjunctions, subordinators, and rules for correctly punctuating compound and complex sentences from their Writer's Notebook.</li> <li>● Consider typing the paragraph from page 77 for the student, then allow them to edit electronically.</li> </ul>
<p>Level 8 - Lesson 41 Narrative</p>	<ul style="list-style-type: none"> <li>● For additional practice, provide the student with samples of text from short stories or novels and ask them to identify point-of-view.</li> <li>● Narrative writing is what many students will call "writing a story." It is important to understand the prompt for writing and plan their narrative, prior to beginning to draft so as not to "ramble," and to create a concise, organized, easy-to-follow composition.</li> <li>● <i>ARB: Additional graphic organizers and checklists for a variety of writing genres</i></li> </ul>
<p>Level 8 - Lesson 42 Narrative: Mechanics of Dialogue</p>	<ul style="list-style-type: none"> <li>● Add "rules to follow when writing dialogue" chart, page 190, to the Writer's Notebook.</li> <li>● To help students tell the difference between a direct quote and simply reporting what was said, remind them that only the words that came out of a person's mouth go inside the quotation marks. For example: My mom said, "Go do the dishes, please." vs. My mom said to go do the dishes.</li> <li>● Have the student read each passage to be corrected and highlight "the words that came out of a character's mouth." This may help them to identify and correctly punctuate dialogue.</li> <li>● To limit pencil/paper tasks, consider typing the longer compositions, in exercise 42, for the student, then let them edit and add dialogue to that document.</li> </ul>
<p>Level 8 - Lesson 43 Narrative: Brainstorm</p>	<ul style="list-style-type: none"> <li>● If the prompt is too abstract for the student, the teacher may choose another scenario for the prompt.</li> <li>● Complete the brainstorm together to help generate multiple ideas.</li> </ul>
<p>Level 8 - Lesson 45 Narrative: Hook and Draft</p>	<ul style="list-style-type: none"> <li>● Copy or remove page 198, "Hook" samples, and add it to the Writer's Notebook.</li> <li>● Provide the transition words/phrases you want the student to use in the draft.</li> <li>● Allow the student to complete their first draft (rough copy) without dialogue, if it is slowing them down. Then, add dialogue during the "revision" stage of writing.</li> <li>● Draft may be completed on the computer, by using speech-to-text software, or by dictating to a scribe.</li> <li>● Use colored ink to organize writing: Red = OS/CS Blue = Details Green = Examples/Explanations</li> </ul>
<p>Level 8 - Lesson 49 Narrative: Final Draft</p>	<ul style="list-style-type: none"> <li>● Allow students to use computer editing software if draft has been typed.</li> <li>● Adjust the Scoring Guide to the expectations of the individual learner.</li> <li>● Allow the student to compare final work to the checklists on pages 203 &amp; 204, prior to submitting.</li> </ul>

SAMPLE