

Alternative Instructional Strategies - Level 8 TBYS Sample

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| <p>Level 8 - Lesson 11 Complex Sentences</p> | <ul style="list-style-type: none"> ● Allow the student to use the list of subordinators for the assignments in Lesson 11. ● Add the rules for punctuating complex sentences (page 74) to the Writer's Notebook. ● 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. ● Consider typing the paragraph from page 77 for the student, then allow them to edit electronically. |
| <p>Level 8 - Lesson 41 Narrative</p> | <ul style="list-style-type: none"> ● For additional practice, provide the student with samples of text from short stories or novels and ask them to identify point-of-view. ● 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. ● <i>ARB: Additional graphic organizers and checklists for a variety of writing genres</i> |
| <p>Level 8 - Lesson 42 Narrative: Mechanics of Dialogue</p> | <ul style="list-style-type: none"> ● Add "rules to follow when writing dialogue" chart, page 190, to the Writer's Notebook. ● 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. ● 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. ● 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. |
| <p>Level 8 - Lesson 43 Narrative: Brainstorm</p> | <ul style="list-style-type: none"> ● If the prompt is too abstract for the student, the teacher may choose another scenario for the prompt. ● Complete the brainstorm together to help generate multiple ideas. |
| <p>Level 8 - Lesson 45 Narrative: Hook and Draft</p> | <ul style="list-style-type: none"> ● Copy or remove page 198, "Hook" samples, and add it to the Writer's Notebook. ● Provide the transition words/phrases you want the student to use in the draft. ● 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. ● Draft may be completed on the computer, by using speech-to-text software, or by dictating to a scribe. ● Use colored ink to organize writing: Red = OS/CS Blue = Details Green = Examples/Explanations |
| <p>Level 8 - Lesson 49 Narrative: Final Draft</p> | <ul style="list-style-type: none"> ● Allow students to use computer editing software if draft has been typed. ● Adjust the Scoring Guide to the expectations of the individual learner. ● Allow the student to compare final work to the checklists on pages 203 & 204, prior to submitting. |

SAMPLE