

## Alternative Instructional Strategies - Level 11 TBYP Sample

<p>Level 11-Section 1, Lesson 3 Complex Sentences</p>	<ul style="list-style-type: none"><li>● Add rules for writing and punctuating complex sentences to the Writer's Notebook.</li><li>● Option for 3A.B: As the student reads a passage/paragraph, identify subjects/predicates of each sentence, then look for conjunctions, subordinators, and conjunctive adverbs, and label each sentence as simple, compound, or complex.</li><li>● Option for Lesson 3B: Have the student concentrate on just getting organized thoughts on paper the first time through the draft. Then, have the student revisit the composition and revise for sentence structure, adding complex (or compound) sentences where possible. Finally, have the student identify compound and complex sentences by underlining one and circling the other or by using different colors to underline each.</li></ul>
<p>Level 11-Section 3, Lesson 1 Process Analysis Essay: Organizing Thoughts</p>	<ul style="list-style-type: none"><li>● Discuss with the student each writing prompt option, and allow him/her to choose the prompt they feel most informed and confident about.</li><li>● Continue to use the paragraph organizers.</li><li>● Prior to planning the process analysis essay, allow the student to read the example of a quality process analysis essay on pages 104-106.</li><li>● Have the student verbally "walk you through" the steps they would need to follow to complete the task, prior to planning.</li></ul>
<p>Level 11-Section 3, Lesson 6 Process Analysis Essay: Revising for Word Choice, Sentence Structure, and Content</p>	<ul style="list-style-type: none"><li>● Read the essay aloud to the student, or have him/her read it aloud/record and listen to it, to assist with word choice revision.</li><li>● Ask the student to list each of the 3 main tasks described, and make sure each is described so that a person could follow the directions to complete the task at hand. You may even want to read the essay to the student while they visualize, or physically go through the process they have described, to see if their content is sufficient to explain the process.</li><li>● Refer to the Writer's Notebook for assistance with sentence structure and word choice.</li><li>● Look for missed opportunities to add transition words/phrases and point them out to the student.</li></ul>