

Alternative Instructional Strategies - Level 9 TBYS Sample

<p>Level 9 - Section 1, Lesson 4 Complex Sentences</p>	<ul style="list-style-type: none"> ● Add the rules for punctuating complex sentences to the Writer's Notebook. ● Add the list of common subordinators to the Writer's Notebook. ● 4A Alternative: Write 5 original complex sentences about something you are interested in. ● Lesson 4B Alternative: Write 5 sentences about something you despise. Use a variety of sentence structures. ● Underline complex sentences in your compositions.
<p>Level 9 - Section 3, Lesson 1 The Expository Essay: Organizing Thoughts</p>	<ul style="list-style-type: none"> ● Prompt may be changed to meet the student's individual interests. ● If the student chooses a topic to write about, then has difficulty generating details or examples, help them to broaden their main topic. For example: original idea = risk of extinction of elephants; updated, more broad topic = risk of extinction of African animal species. ● Explain to the student that some (minimal) research may be appropriate to help generate ideas for composing. They may search using Google, or another search engine, for ideas. ● Discuss with the student each writing prompt option, and allow him/her to choose the prompt they feel most informed and confident about. ● Continue to use the paragraph organizers as the student writes essays and other longer compositions. ● Participate in a brainstorming activity, prior to beginning the plan, to generate and organize the student's ideas for the composition. ● Prior to planning the expository essay, allow the student to read the example of a quality expository essay on pages 115-117. ● It is appropriate for the student to complete some research to develop strong facts and ideas about their topic, although citing sources is not required in the assignment.
<p>Level 9 - Section 3, Lesson 2 Expository Essay: Organizing Essay Paragraphs</p>	<ul style="list-style-type: none"> ● Look ahead to Lesson 3, if the student needs help with the "hook." ● Use information from the brainstorming activity to choose the 3 "best," or easiest, to write about topics that support the thesis. ● Provide the student with sample transitions to use for this essay. ● If it has been helpful previously, as the student plans paragraphs for the essays, continue to use colored ink to organize writing: red = OS/CS blue = details green = examples
<p>Level 9 - Section 3, Lesson 4 Expository Essay: Drafting Body Paragraphs</p>	<ul style="list-style-type: none"> ● It may be easier for the student to draft the body paragraphs, prior to drafting the opening and closing paragraphs; therefore, you may want to complete Lesson 4 prior to Lesson 3. ● Drafting may be completed on the computer. ● Have the student read each paragraph aloud as they complete it, and encourage them to revise as they go. ● Use online resources to locate and add transition words/phrases, if the student is able.

	<ul style="list-style-type: none">• Ensure that the student does NOT introduce new facts in the closing paragraph. If he/she thinks of new information they would like to add, it should go in the body paragraphs.
Level 9 - Section 3, Lesson 5 Expository Essay: Transitions Between Body Paragraphs	<ul style="list-style-type: none">• Provide student with a list of common transition words/ phrases.• Divide examples of transition words/ phrases into categories such as introductory, contrast, illustration (examples), cause & effect, and sequential.

SAMPLE