

# HOW CAN I HELP MY STUDENT?

## Steps to Writing Success

### 1) Daily Planner

*Help your student avoid late homework. Late homework is often the result of not recording homework.*

- Check your student's planner to see if homework is recorded daily. Is the information recorded complete (look for directions)? Are due dates recorded?
- Help your student prioritize daily assignments and create a plan for tests and long term projects.

### 2) Organization (English binder)

*Help your student avoid missing work. Missing work is often the result of poor organization.*

- The English binder is for English work only. Check to make sure your student is not keeping work from other classes in his/her English binder.
- There should be four labeled sections in the binder: Writing, Reading, Grammar, and Vocabulary. Are sections labeled?
- Are papers placed in the correct section? Vocabulary lists should be in the vocabulary section, grammar packets in the grammar section, reading lists and projects in the reading section, etc. Assignments should not be kept loose in the binder or in the front pocket of the binder. Help your student organize his/her binder.
- We recommend that you check your student's binder every two weeks.

### 3) Materials

*Help your student be prepared for class.*

- Does your student have all required supplies (pens, pencils, two highlighters, binder paper...)?
- Does your student have a container of some sort to store all supplies? Supplies should not be loose in the backpack.
- Check in with your student periodically to see if more supplies are needed.

### 4) Writing

*Please avoid correcting errors or rewriting sentences yourself. The following steps will help your student improve his/her writing skills:*

- Read for content. Ask your student to show you the handouts received in class: rubrics, requirements, response sheets, and checklists. Has your student met all requirements for the assigned writing assignment? Highlight on the list of requirements or checklist those requirements that are missing. You may also want to complete the response sheet; your feedback on the response sheet will allow your student to see which requirements have not been met and where improvement is needed.
- Read for clarity. Underline or highlight any sentence that is awkward sounding, too wordy, or confusing. Ask your student to rewrite these sentences.
- Read for punctuation and spelling. Underline or highlight (different color) run-on sentences and fragments. Circle punctuation and spelling errors. Have your student correct these errors.

## **5) Vocabulary and Spelling:**

*Help your student prepare for vocabulary and spelling tests.*

- Ask your student to record vocabulary words on one side of index cards and definitions and parts of speech on the other side. Use these cards to quiz your student. Say the vocabulary word and have your student give the definition and part of speech. Then have your student use the word in a sentence. Repeat this process for all words. You may also want to reverse this: Say the definition of the word and have your student give the vocabulary word.
- To help learn how to spell the vocabulary words, your student should write out each word several times. Once your student has done this, give a practice spelling test. Your student could then record the definition of each word.

## **6) Grammar**

*Help your student practice/review grammar terms and prepare for quizzes and tests.*

- Ask your student to record grammar terms on one side of an index card and definitions and examples on the back of the card. The terms/definitions can be found in the grammar packets and class notes. Use these cards to quiz your student.
- You may want to create practice pages for your student. Record sentences from the grammar packets or another source (newspaper, magazine, book). Then record directions (you may record the directions from any of the pages in the grammar packets). You may want to start small and gradually build (focus on one term and then add additional terms).

For example, you could have your student highlight all prepositions in the sentences recorded. Then have your student explain to you why the highlighted words are prepositions. In doing this, you are checking to see if your student really understands prepositions. Afterwards, you could add more steps to the directions. For example, have your student highlight all prepositional phrases, underline subjects once, and underline verbs twice. Create practice pages that focus on the terms your student needs to review.

- You can also ask your student to write his/her own sentences. This is a good way to prepare for a test. Record directions on binder paper (see packets for ideas). For example, write a sentence that includes a compound subject, compound verb, and a prepositional phrase with a compound object. The above will help your student to see if he/she has a solid understanding of the grammar terms.