Instructions for Concept and Record Tally Sheets

Teachers should teach, review, and reinforce language arts skills with intensity, frequency, and duration. Once I experienced the students' retention of grammar concepts when I presented the rule in the context of writing, I figured out how to teach this way regularly. Since I began to pull language lessons into other subject periods, other activities, as well as during our writing exercises, I felt my documentation practices did not reflect what was actually happening in the classroom.

The Concept Tally Sheet records lessons when you teach language skills at the point of need. It documents the concept and the frequency a teacher instructs the students in any lesson of structure, style, mechanics, or format. This can be an accountability document so that administrators and parents can see the work accomplished without the workbook sheets or textbook.

On the Record Tally Sheet, you record the students' progress. It tracks the type and frequency of mistakes the students are making. The mistakes can be in structure, style, mechanics, or format. After you determine the "point of need," you create a lesson to address the need. Progress is made by teaching language skills embedded in context rather than disembedded* in workbooks. Prepare a record sheet per student as needed to document the assignments you wish to track.

Disembedded is not in an American dictionary but can be found in a book called The Joy of Language, by Robert Bruinsma, Ed.D., Professor of Education and Associate Vice President at the King's University College in Edmonton, Alberta, Canada.

Concept Chart

Structures	Unit 1 (outlines & speeches)	**Decorations**	Question	
	Unit 2 (rough draft)		Conversation	
	Unit 3 (story sequence)		3 sss	
	Unit 4 (summarize reference)		Dramatic opening/closing	
	Unit 5 (picture or event description)		Simile	
	Unit 6 (multiple reference)		Metaphor	
	Unit 7 (creative or prompt writing)		Alliteration	
	Unit 8 (formal essay)		Personification	
	Unit 9 (critique)	**Citations**	Bibliography	
	Combining models		Works Cited	
Dress-Ups	who/which (adjective clause)		Quotation with citation: Direct	
	invisible who/which (appositive)		Quotation with citation: Inset	
	-ly adverb		Quotation with citation: Paraphrased	
	www.asia.wub (adverb clause)		Informational Footnote (optional)	
	strong verb	**Capitalization**	First word	
	quality adjective		People	
	noun clause		Titles	
	duals		Things	
	teeter-totters		Events	
Sentence Openers	[1] subject		Places	
	[2] prepositional		Times	
	[3] -ly adverb		Proper adjectives	
	[4] -ing,	**Punctuation**	Period	
	[5] clausal,		Question mark	
	[6] vss		Exclamation point	
	[T] Transitional		Comma to separate	
Usage	Triple Extension		Comma to set off	
	Fragment		Comma to introduce	
	Run-on		Apostrophe	
	Awkward structure		Quotation marks	
	Homonyms		Semicolon	
	Subject/verb agreement		Colon	
	Verb tense		Ellipsis	
	Point of view		Hyphen	
	Proper case		Em dash	
	Pronoun reference		En dash	
	Pronoun/antecedent agreement		Slash	
	Parallelism and triples		Parenthesis	
	Comparison		Brackets	
	Misplaced elements	**Other**	Audience	
	Redundancy		Tone	
			Organization	
			Flow	

Concept Tally Sheet

Use this sheet to record the concept and the date a teacher instructs students in any lesson of structure, style, mechanics, or format. This is meant to be an accountability document so that administrators and parents can see the progress made.

Concept	Date							

Record Tally Sheet

Use this sheet to track the kinds of mistakes the students are making. The mistakes can be in structure, style, mechanics, or format. After you determine the "point of need," create a lesson to address the need.

Name:	Dates:	Assignment								
Concept										