

Second Grade Level Writing Map

Grade: 2

Course: 2nd Grade Writing



South Seneca Elementary School


Developed by: *Stacey Clark*

Based on the Work of: *Mindy Fitzsimmons, Leo Guelpa, Todd Kurzweil, Kathy Sinkiewicz, Amy Winstead, Connie Adams, Lana Blum, Linda Sugnet, Lana Blum, Mindy Fitzsimmons, Andrea Puls, Amy Winstead,*

From: September 2006 to June 2007 (10 months)

Map Status: In Progress - Shared

Mapping Category	September 2008	October 2008
Theme	<p>Review (1 week)</p> <p>Begin Silly Stories (5 weeks)</p> <p>Suggested time spent writing weekly: 225 minutes</p>	<p>Silly Stories (continued)</p> <p>Begin Nature Walk (5 weeks)</p> <p>Suggested time spent writing weekly: 225 minutes</p>
Content	<p>Genre: Personal Narrative (topic-team decision)</p> <p>Literature Response: (1x per week) -- one assigned entry per month, one out of 4 -- compare/contrast</p> <p>Journal Writing: (content or personal -- 3x per week)</p> <p>On-Demand Task: 2x per month (15 min)</p> <p>Writing Process:</p> <p><u>Steps:</u> (Plan, Draft, Revise, Edit, Final Copy)</p> <p><u>Graphic Organizer:</u> Review simple 1 paragraph "hamburger"</p> <p> Graphic Org k-1-2.doc (File size: 19KB)</p> <p> Graphic Org 2-3 Revised 05.doc (File size: 25KB)</p> <p><u>Checklist for revising and editing:</u> spelling dictionary re-introduced</p> <p>Benchmark for Composition: three sentence paragraph</p> <p>Six Traits of Writing: Organization, Content and Purpose, Conventions, Presentation</p>	<p>Genre: Personal Narrative (con't) (topic-team decision)</p> <p>Literature Response: (1x per week) -- one assigned entry per month, one out of 4 -- compare/contrast</p> <p>Journal Writing: (content or personal -- 3x per week)</p> <p>On-Demand Task: 2x per month (15 min)</p> <p>Writing Process: Plan -- hamburger completed with full teacher support; Draft -- introduced</p> <p><u>Steps:</u> (Plan, Draft, Revise, Edit, Final Copy)</p> <p><u>Graphic Organizer:</u> Introduce 3 paragraph "hamburger"; direct teach/model each segment</p> <p><u>Checklist for revising and editing:</u> spelling dictionary re-introduced</p> <p>Benchmark for Composition: three+ sentence paragraph</p> <p>Six Traits of Writing: Organization, Content and Purpose, Presentation</p>

<p>Skills</p>	<p><u>Composition Skills:</u></p> <ul style="list-style-type: none"> • Review first grade skills • Write likes and dislikes • Develop a story with a good beginning, middle, and end (personal narrative) • Write a lead (personal experience) • Write an ending (reflection of feelings) <p><u>Note-taking:</u> Listen to a story and draw a picture -- write one sentence related to the story</p> <p><u>Reference:</u> "Words I Use" Dictionary, Word Walls, Environmental Print, Spelling Words</p> <p><u>Grammar/Usage/Mechanics:</u></p> <ul style="list-style-type: none"> • Determine what is a sentence • Begin sentence with a capital letter • Use appropriate end marks <p><u>Presentation:</u></p> <ul style="list-style-type: none"> • Write legibly with good letter formation and spacing (pleasing appearance) <p>*Word Processing (minimum one simple piece per year)</p> <p><u>DLP/DOL</u> (integrate above skills as appropriate)</p>	<p><u>Composition Skills:</u></p> <ul style="list-style-type: none"> • Understand the prompt (use key words) • Use bullets to plan • Develop a story with a good beginning, middle, and end • Choose a title • Write a complete sentence • Answer a question • Write a lead (personal experience) • Write an ending (reflection of feelings) • Write a topic (main idea) sentence • Add details • Use supporting facts and examples • Stay on topic/keep the focus <p><u>Note-taking:</u> Listen to an add-on story and write or draw the sequence of events (or characters) in the story</p> <p><u>Reference:</u> "Words I Use" Dictionary, Word Walls, Environmental Print, Spelling Words</p> <p><u>Grammar/Usage/Mechanics:</u></p> <ul style="list-style-type: none"> • What is a sentence (telling, asking) • Begin sentence with a capital letter • Use appropriate endmarks • Understand parts of a sentence (naming parts, action parts) • Use correct capitalization and punctuation when writing dates • Understands verbs (action words) <p>*Word Processing (minimum one simple piece per year)</p> <p><u>DLP/DOL</u> (integrate above skills as appropriate)</p>
<p>Assessment</p>	<ul style="list-style-type: none"> • Rubric (South Seneca Writing Assessment) <p> Writing Rating Gr 2.doc (File size: 36KB)</p> <ul style="list-style-type: none"> • Gates 	<ul style="list-style-type: none"> • Rubric (South Seneca Writing Assessment) • Theme Test: #1 (Silly Stories or alternate assessment where necessary based on team decision) • 1st Writing Assessment (personal narrative; used for theme test) • Writing Folder • Spelling Tests • Houghton Mifflin Skills tests as needed • Teacher Observation
<p>Resources</p>		

Second Grade Level Writing Map

Grade: 2

Course: 2nd Grade Writing

South Seneca Elementary School

Developed by: *Stacey Clark*

Based on the Work of: *Mindy Fitzsimmons, Leo Guelpa, Todd Kurzweil, Kathy Sinkiewicz, Amy Winstead, Connie Adams, Lana Blum, Linda Sugnet, Lana Blum, Mindy Fitzsimmons, Andrea Puls, Amy Winstead,*

From: September 2006 to June 2007 (10 months)

Map Status: In Progress - Shared

Mapping Category	November 2008	December 2008
Theme	Nature Walk (5 weeks) Suggested time spent writing weekly: 225 minutes	Around Town (6 weeks) Suggested time spent writing weekly: 225 minutes
Content	<p>Genre: descriptive (topic -- team decision)</p> <p>Literature Response: (1x per week) One assigned entry per month; one out of four -- compare/contrast</p> <p>Journal Writing: (content/personal - 3x per week)</p> <p>On-Demand Task: 2x per month (15 minutes)</p> <p>Writing Process:</p> <p><u>Steps:</u> (Plan, Draft, Revise, Edit, Final Copy) Plan using hamburger with partial teacher support; Draft with full teacher support; Revise -- introduce</p> <p><u>Graphic Organizer:</u> Introduce 3 paragraph "hamburger"; direct teach/model each segment</p> <p><u>Checklist for revising and editing:</u> Introduce revision checklist</p> <p>Benchmark for Composition: three+ sentence paragraph</p> <p>Six Traits of Writing: Organization, Content and Purpose, Presentation, Word Choice, Fluency</p>	<p>Genre: Friendly letter</p> <p>Literature Response: (1x per week) One assigned entry per month; one out of four -- compare/contrast</p> <p>Journal Writing: (content/personal - 3x per week)</p> <p>On-Demand Task: 2x per month (15 minutes)</p> <p>Writing Process:</p> <p><u>Steps:</u> (Plan, Draft, Revise, Edit, Final Copy) Draft with partial teacher support; Revise with full teacher support; Edit -- introduce</p> <p><u>Graphic Organizer:</u> Complete 3 paragraph "hamburger" independently</p> <p><u>Checklist for revising and editing:</u> Introduce editing checklist</p> <p>Benchmark for Composition: three paragraph "hamburger" independently</p> <p>Six Traits of Writing: Organization, Content and Purpose, Presentation, Word Choice, Fluency</p>
Skills	<p>Composition Skills:</p> <ul style="list-style-type: none">• Write a complete sentence• Answer a question• Write a paragraph• Write a descriptive paragraph• Understand the prompt (use key words)• Use bullets in prompt to plan	<p>Composition Skills:</p> <ul style="list-style-type: none">• Write a friendly letter• Write a lead (personal experience, descriptive)• Write an ending (reflection of feelings, circle back)• Write a complete sentence

	<ul style="list-style-type: none"> • Develop a story with a good beginning, middle, and end • Write a lead (personal experience, descriptive) • Write an ending (reflection of feelings, circle back) • Choose a title • Write a topic (main idea) sentence • Add details • Use different kinds of sentences • Use descriptive words (adjectives) • Use sensory language • Use supporting facts and examples • Sequence events • Stay on topic/keep the focus • Develop plot • Develop characters and setting <p><u>Note-taking:</u> Listen to a story (nature) and write a minimum of two sentences related to the story. Picture is optional</p> <p><u>Reference:</u> "Words I Use" Dictionary, Word Walls, Environmental Print, Spelling Words</p> <p><u>Grammar/Usage/Mechanics:</u></p> <ul style="list-style-type: none"> • Review previous skills • What is a sentence • Begin sentence with a capital letter • Use appropriate endmarks • Indent paragraphs • Commands • Asking Sentences • Exclamations <p>*Word Processing (minimum one simple piece per year)</p> <p><u>DLP/DOL</u> (integrate above skills as appropriate)</p>	<ul style="list-style-type: none"> • Answer a question • Understand the prompt (use key words) • Develop a story with a good beginning, middle, and end • Choose a title • Write a topic (main idea) sentence • Add details • Use different kinds of sentences • Use descriptive words (adjectives) • Use sensory language • Use supporting facts and examples • Sequence events • Stay on topic/keep the focus • Develop plot • Develop characters and setting • Use exact nouns • Use exact verbs <p><u>Note-taking:</u> Display an internet web page about local weather. Write 2-3 sentences relating to the material</p> <p><u>Reference:</u> "Words I Use" Dictionary, Word Walls, Environmental Print, Spelling Words</p> <p><u>Grammar/Usage/Mechanics:</u></p> <ul style="list-style-type: none"> • Review previous skills • What is a sentence • Begin sentence with a capital letter • Use appropriate endmarks • Indent paragraphs • Capitalize people/places • Naming nouns (until Jan) • Common nouns • Special nouns • Singular/plural nouns (until Jan) • Nouns that change spelling in the plural • Comma in direct address (until Jan) <p>*Word Processing (minimum one simple piece per year)</p> <p><u>DLP/DOL</u> (integrate above skills as appropriate)</p>
Assessment	<ul style="list-style-type: none"> • Rubric • Theme test: #2 (Nature Walk or alternate assessment where necessary based on team decision) • Writing Folder • Spelling Tests • Houghton Mifflin Skills tests as needed • Teacher Observation 	<ul style="list-style-type: none"> • Rubric: South Seneca Writing Assessment Rubric • Writing Folder • Spelling Tests • Houghton Mifflin Skills tests as needed • Teacher Observation • Theme Test #3 (Around Town or alternative where necessary based on team decision)

Resources		

Second Grade Level Writing Map

Grade: 2

Course: 2nd Grade Writing

South Seneca Elementary School

Developed by: *Stacey Clark*

Based on the Work of: *Mindy Fitzsimmons, Leo Guelpa, Todd Kurzweil, Kathy Sinkiewicz, Amy Winstead, Connie Adams, Lana Blum, Linda Sugnet, Lana Blum, Mindy Fitzsimmons, Andrea Puls, Amy Winstead,*

From: September 2006 to June 2007 (10 months)

Map Status: In Progress - Shared

Mapping Category	January 2009	February 2009
Theme	Amazing Animals (5 weeks) Suggested time spent writing weekly: 225 minutes	Amazing Animals (continued) Suggested time spent writing weekly: 225 minutes
Content	<p>Genre: Persuasive (letter) (topic: team decision)</p> <p>Literature Response: (1x per week) One assigned entry per month; one out of four -- compare/contrast; book review</p> <p>Journal Writing: (content/personal - 3x per week)</p> <p>On-Demand Task: 2x per month (20 minutes)</p> <p>Writing Process:</p> <p><u>Steps:</u> (Plan, Draft, Revise, Edit, Final Copy) Revise with partial teacher support; Edit with full teacher support; Final Copy -- introduced</p> <p><u>Graphic Organizer:</u> Complete 3 paragraph "hamburger" independently</p> <p><u>Checklist for revising and editing:</u> Spelling dictionary, revising, and editing</p> <p>Benchmark for Composition: three paragraph "hamburger" independently; Draft independently</p> <p>Six Traits of Writing: Organization, Content and Purpose, Presentation, Word Choice, Fluency, Voice</p>	<p>Genre: Research Report</p> <p>Literature Response: (1x per week) One assigned entry per month; one out of four -- compare/contrast</p> <p>Journal Writing: (content/personal - 3x per week)</p> <p>On-Demand Task: 2x per month (20 minutes)</p> <p>Writing Process:</p> <p><u>Steps:</u> (Plan, Draft, Revise, Edit, Final Copy) Edit with partial teacher support; Final Copy with full teacher support</p> <p><u>Graphic Organizer:</u> Complete 3 paragraph "hamburger" independently</p> <p><u>Checklist for revising and editing:</u> Spelling dictionary, revising, and editing</p> <p>Benchmark for Composition: three paragraph "hamburger" independently; Draft independently; Revise independently</p> <p>Six Traits of Writing: Organization, Content and Purpose, Presentation, Word Choice, Fluency, Voice</p>
Skills	<p>Composition Skills:</p> <ul style="list-style-type: none">• Continue friendly letter• Continue to focus on prior skills as	<p>Composition Skills:</p> <ul style="list-style-type: none">• Model writing a research report• Write a research report

	<p>appropriate</p> <ul style="list-style-type: none"> • Write a lead (opinion, personal experience, descriptive) • Write an ending (strong statement, reflection of feelings, circle back) • Combine sentences • Write with voice • Consider audience • Use the right tone <p><u>Note-taking:</u> Listen to a biographical book (sketch) and write 3-4 sentences related to the material.</p> <p><u>Reference:</u> "Words I Use" Dictionary, Word Walls, Environmental Print, Spelling Words</p> <p><u>Grammar/Usage/Mechanics:</u></p> <ul style="list-style-type: none"> • Review previous skills • What is a sentence • Begin sentence with a capital letter • Use appropriate endmarks • Indent paragraphs • Capitalize people/places • Naming nouns (until Jan) • Singular/plural nouns (until Jan) • Comma in direct address (until Jan) <p>*Word Processing (minimum one simple piece per year)</p> <p><u>DLP/DOL</u> (integrate above skills as appropriate)</p>	<ul style="list-style-type: none"> • Continue to focus on prior skills as appropriate • Write using essay format • Use an introduction and conclusion • Write a lead (interesting fact, opinion, personal experience, descriptive) • Write an ending (question, strong statement, reflection of feelings, circle back) • Find and evaluate information • Combine sentences • Include a simple bibliography uses two sources (Title, author) <p><u>Note-taking:</u> Listen to a non-fiction (Amazing Animals?) book and write 3-4 facts related to the material</p> <p><u>Reference:</u> "Words I Use" Dictionary, Word Walls, Environmental Print, Spelling Words</p> <p><u>Grammar/Usage/Mechanics:</u></p> <ul style="list-style-type: none"> • Review previous skills • What is a sentence • Begin sentence with a capital letter • Use appropriate endmarks • Indent paragraphs • Capitalize people/places • Using I/me • Capitalize "I" • Pronouns <p>*Word Processing (minimum one simple piece per year)</p> <p><u>DLP/DOL</u> (integrate above skills as appropriate)</p>
Assessment	<ul style="list-style-type: none"> • Rubric: South Seneca Writing Assessment • 2nd Writing Assessment -- persuasive (letter) • Writing Folder • Spelling Tests • Houghton Mifflin Skills tests as needed • Teacher Observation 	<ul style="list-style-type: none"> • Rubric • Spelling Tests • Houghton Mifflin Skills tests as needed • Writing Folder • Teacher Observation • Theme Test #4 (Amazing Animals or alternative assessment where necessary, based on team decision)
Resources		

Second Grade Level Writing Map

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From: September 2006 to June 2007 (10 months)

Map Status: In Progress - Shared

Mapping Category	March 2009	April 2009
Theme	Family Time (6 weeks) Suggested time spent writing weekly: 225 minutes	Talent Show (5 weeks) Suggested time spent writing weekly: 225 minutes
Content	<p>Genre: Imaginative Story</p> <p>Literature Response: (1x per week) One assigned entry per month; two out of four -- character trait (transformation), compare/contrast</p> <p>Journal Writing: (content/personal - 3x per week)</p> <p>On-Demand Task: 2x per month (20 minutes)</p> <p>Writing Process:</p> <p><u>Steps:</u> (Plan, Draft, Revise, Edit, Final Copy) Final Copy with partial teacher support</p> <p><u>Graphic Organizer:</u> Complete 3 paragraph "hamburger" independently</p> <p><u>Checklist for revising and editing:</u> Spelling dictionary, revising, and editing</p> <p>Benchmark for Composition: three paragraph "hamburger" independently; Draft independently; Revise independently; Edit independently</p> <p>Six Traits of Writing: Organization, Content and Purpose, Presentation, Word Choice, Fluency, Voice</p>	<p>Genre: Imaginative Story (topic: team decision)</p> <p>Literature Response: (1x per week) One assigned entry per month; two out of four -- character trait (transformation), compare/contrast</p> <p>Journal Writing: (content/personal - 3x per week)</p> <p>On-Demand Task: 2x per month (20 minutes)</p> <p>Writing Process:</p> <p><u>Steps:</u> (Plan, Draft, Revise, Edit, Final Copy) All steps done independently</p> <p><u>Graphic Organizer:</u> Complete 3 paragraph "hamburger" independently</p> <p><u>Checklist for revising and editing:</u> Spelling dictionary, revising, and editing</p> <p>Benchmark for Composition: three paragraph "hamburger" independently; Draft independently; Revise independently; Edit independently, Final Copy independently</p> <p>Six Traits of Writing: Organization, Content and Purpose, Presentation, Word Choice, Fluency, Voice</p>
Skills	<p>Composition Skills:</p> <p>Continue to:</p> <ul style="list-style-type: none"> • Focus on prior skills as appropriate • Use an essay format 	<p>Composition Skills:</p> <ul style="list-style-type: none"> • Continue to focus on prior skills as appropriate • Write a personal narrative of at least 8-10 sentences.

	<ul style="list-style-type: none"> • Use an introduction and conclusion • Write a lead (interesting fact, opinion, personal experience, descriptive) • Write an ending (question, strong statement, reflection of feelings, circle back) • Combine sentences <p><u>Note-taking:</u> Take notes as appropriate for research report</p> <p><u>Reference:</u> "Words I Use" Dictionary, Word Walls, Environmental Print, Spelling Words</p> <p><u>Grammar/Usage/Mechanics:</u></p> <ul style="list-style-type: none"> • Review previous skills • What is a sentence • Begin sentence with a capital letter • Use appropriate endmarks • Indent paragraphs • Capitalize people/places • Using I/me • Capitalize "I" • Past tense verbs • Present tense verbs • Future tense verbs • Is/Are • Was/Were • Homophones <p>*Word <u>Processing</u> (minimum one simple piece per year)</p> <p><u>DLP/DOL</u> (integrate above skills as appropriate)</p>	<ul style="list-style-type: none"> • Write a lead (question, interesting fact, opinion, personal experience, descriptive) • Write an ending (calm resolution, question, strong statement, reflection of feelings, circle back) • Combine sentences <p><u>Note-taking:</u> Listen to a newspaper article related to a current event. Write words, phrases, or sentences to share with class.</p> <p><u>Reference:</u> "Words I Use" Dictionary, Word Walls, Environmental Print, Spelling Words</p> <p><u>Grammar/Usage/Mechanics:</u></p> <ul style="list-style-type: none"> • Review previous skills • What is a sentence • Begin sentence with a capital letter • Use appropriate endmarks • Indent paragraphs • Capitalize people/places • Using I/me • Capitalize "I" • Past tense verbs • Present tense verbs • Future tense verbs • Is/Are • Was/Were • Homophones <p>*Word Processing (minimum one simple piece per year)</p> <p><u>DLP/DOL</u> (integrate above skills as appropriate)</p>
Assessment	<ul style="list-style-type: none"> • Rubric • Theme Test #5 (Family time or alternative assessment where necessary based on team decision) • Writing Folder • Spelling Tests • Houghton Mifflin Skills tests as needed • Teacher Observation 	<ul style="list-style-type: none"> • Rubric: South Seneca Writing Assessment • Writing Folder • Spelling Tests • Houghton Mifflin Skills tests as needed • Teacher Observation
Resources		

Second Grade Level Writing Map

Grade: 2

Course: 2nd Grade Writing

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From: September 2006 to June 2007 (10 months)

Map Status: In Progress - Shared

Mapping Category	May 2009	June 2009
Theme	Talent Show (continued) Suggested time spent writing weekly: 225 minutes	Talent Show (continued) Suggested time spent writing weekly: 225 minutes
Content	<p>Genre: Imaginative Story (topic: team decision)</p> <p>Literature Response: (1x per week) One assigned entry per month; two out of four -- poetry response, compare/contrast</p> <p>Journal Writing: (content/personal - 3x per week)</p> <p>On-Demand Task: 2x per month (20 minutes)</p> <p>Writing Process:</p> <p><u>Steps:</u> (Plan, Draft, Revise, Edit, Final Copy) All steps done independently</p> <p><u>Graphic Organizer:</u> Complete 3 paragraph "hamburger" independently</p> <p><u>Checklist for revising and editing:</u> Spelling dictionary, revising, and editing</p> <p>Benchmark for Composition: three paragraph "hamburger" independently; Draft independently; Revise independently; Edit independently; Final Copy independently</p> <p>Six Traits of Writing: Organization, Content and Purpose, Presentation, Word Choice, Fluency, Voice</p>	<p>Genre: How-to/Instructions (topic: team decision)</p> <p>Literature Response: (1x per week) One assigned entry per month; two out of four -- poetry response, compare/contrast</p> <p>Journal Writing: (content/personal - 3x per week)</p> <p>On-Demand Task: 2x per month (20 minutes)</p> <p>Writing Process:</p> <p><u>Steps:</u> (Plan, Draft, Revise, Edit, Final Copy) All steps done independently</p> <p><u>Graphic Organizer:</u> Complete 3 paragraph "hamburger" independently</p> <p><u>Checklist for revising and editing:</u> Spelling dictionary, revising, and editing</p> <p>Benchmark for Composition: three paragraph "hamburger" independently; Draft independently; Revise independently; Edit independently; Final Copy independently</p> <p>Six Traits of Writing: Organization, Content and Purpose, Presentation, Word Choice, Fluency, Voice</p>
Skills	<p>Composition Skills:</p> <ul style="list-style-type: none">• Continue to focus on prior skills as appropriate• Write a "How-To" (instructions)• Write a lead (question, interesting fact,	<p>Composition Skills:</p> <ul style="list-style-type: none">• Continue to focus on prior skills as appropriate• Write a lead (question, interesting fact, opinion, personal experience, descriptive)

	<p>opinion, personal experience, descriptive)</p> <ul style="list-style-type: none"> • Write an ending (calm resolution, question, strong statement, reflection of feelings, circle back) • Write dialogue • Expose and experiment with simple poetic patterns <p><u>Note-taking:</u> Listen to a silly (imaginative) poem and draw pictures and/or write rhyming words</p> <p><u>Reference:</u> "Words I Use" Dictionary, Word Walls, Environmental Print, Spelling Words</p> <p><u>Grammar/Usage/Mechanics:</u></p> <ul style="list-style-type: none"> • Review previous skills • What is a sentence • Begin sentence with a capital letter • Use appropriate endmarks • Indent paragraphs • Capitalize people/places • Using I/me • Capitalize "I" • Irregular verbs • Adjectives • Comparing with adjectives <p>*Word Processing (minimum one simple piece per year)</p> <p><u>DLP/DOL</u> (integrate above skills as appropriate)</p>	<ul style="list-style-type: none"> • Write an ending (calm resolution, question, strong statement, reflection of feelings, circle back) • Write likes and dislikes • State reasons in persuasive writing <p><u>Note-taking:</u></p> <p><u>Reference:</u> "Words I Use" Dictionary, Word Walls, Environmental Print, Spelling Words</p> <p><u>Grammar/Usage/Mechanics:</u></p> <ul style="list-style-type: none"> • Review previous skills • What is a sentence • Begin sentence with a capital letter • Use appropriate endmarks • Indent paragraphs • Capitalize people/places • Using I/me • Capitalize "I" • Irregular verbs • Adjectives • Comparing with adjectives <p>*Word Processing (minimum one simple piece per year)</p> <p><u>DLP/DOL</u> (integrate above skills as appropriate)</p>
Assessment	<ul style="list-style-type: none"> • Rubric • Spelling Tests • Houghton Mifflin Skills tests as needed • Teacher Observation • Theme Test #6 (Talent Show or alternate assessment, where necessary) • Writing Assessment #3 (Imaginative story) • Writing Folder • TONYSS 	<ul style="list-style-type: none"> • Rubric • Theme Test #6 (Talent Show or alternative assessment where necessary based on team decision.) • Writing Folder • Spelling Tests • Houghton Mifflin Skills tests as needed • Teacher Observation • Gates MacGinitie Reading Test
Resources		