

# DIAGNOSTIC PRE-ASSESSMENT D

*Use this Diagnostic Pre-Assessment to identify students who require intervention in these areas:*

*Spelling • Grammar & Usage  
Vocabulary Acquisition & Use*

Standards Plus®  
**COMMON CORE  
INTERVENTION**

**Grade**

**I**

**D**

*After analyzing the  
pre-assessment data, you can  
implement your intervention  
program with our ready-to-teach  
Standards Plus Common Core  
Intervention Materials.*



**LANGUAGE ARTS GRADE I**

## ***Diagnostic Pre-Assessment***



### **Administering the Diagnostic Pre-Assessment:**

- Determine if all or a subgroup of your students will be assessed.
- Print the appropriate number of student assessments.
- Distribute the assessments and review the directions with the students.
- Have students complete the assessment independently.
- Collect and score the assessments.
- Students who perform at 75% or lower will benefit from intervention instruction for the topic.

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**See the next page for the Diagnostic Pre-Assessment procedure and answer key.**

## Procedure and Answer Key

### Standards Plus® – Common Core Intervention Language Arts – Grade 1

**Procedure:** Each intervention assessment is designed to be completed independently by the students. Read the directions aloud, and ensure that students understand how to mark their answer choices. Collect the assessments and use the answer key to correct.

**Strand:** Spelling

**Focus:** Spelling Rules

**Pre-Assessment:** #D1

**Directions:** For this assessment, you will need to read each item to the students.

Number 1: Circle the picture of the object that has the short a sound: ham, bed, bank, pear.

Number 2: Circle the picture of the object that has the short o sound: lips, lock, boat, banana.

Number 3: Circle the picture of the object that has the short i sound: fire, gift, balloon, pot.

Number 4: Circle the picture of the object that has the short u sound: apple, spoon, bee, rug.

Number 5: Choose the word that begins with a consonant blend. Circle your answer choice.

Number 6: Choose the word that ends with a consonant blend. Circle your answer choice.

I will say each of the words that go with these pictures. Write each word on the line.

Number 7: Bag. /b/ /a/ /g/. Bag. (Pause.)

Number 8: Fin. /f/ /i/ /n/. Fin. (Pause.)

Number 9: Cup. /k/ /u/ /p/. Cup. (Pause.)

**Answers:**

- |         |        |        |
|---------|--------|--------|
| 1. Ham  | 4. Rug | 7. Bag |
| 2. Lock | 5. B   | 8. Fin |
| 3. Gift | 6. F   | 9. Cup |

**Strand:** Grammar & Usage

**Focus:** Words & Sentences

**Pre-Assessment:** #D2

**Answers:**

- |                           |                                      |
|---------------------------|--------------------------------------|
| 1. A                      | Answers will vary; possible answers: |
| 2. J                      |                                      |
| 3. A                      |                                      |
| 4. I saw a bee.           |                                      |
| 5. Did you see the bee?   |                                      |
| 6. Watch out for the bee! |                                      |

**Strand:** Vocabulary Acquisition & Use

**Focus:** Meaningful Words

**Pre-Assessment:** #D3

**Answers:**

- |   |
|---|
| 1. C  |
| 2. G  |
| 3. Circled: chicken, cow, bunny, dolphin, goat, elephant, camel, frog.<br>Marked with an X: Morning glories, daisy, oak, water lily, palm tree, cactus, bamboo. |
| 4. Dessert: pie, pudding, cake, cookies, ice cream. Breakfast: bacon, toast, eggs, pancakes, juice.   |

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**See the next three pages for the Diagnostic Pre-Assessments.**

Name: \_\_\_\_\_

### Pre-Assessment D1

**Directions:** Look at the pictures. Circle the picture that has the given vowel sound.

1.

a



2.

o



3.

i



4.

u



**Directions:** Choose the word that **begins** with a consonant blend. Circle your answer.

5.    A. beads                      B. dream                      C. animal                      D. soft

**Directions:** Choose the word that **ends** with a consonant blend. Circle your answer.

6.    F. east                      G. eat                      H. blanket                      J. keep

**Directions:** Listen to the words. Write each word on the line.

7.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



8.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



9.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



**Name:**

**Pre-Assessment D2**

**Directions:** Read each question. Circle your answer choice.

1. Which of the words in this sentence is a **noun**?

**Mike does not feel well.**

- A. Mike              B. does              C. not              D. feel

2. Which of the words in this sentence is a **plural noun**?

**Sandy gave Sharon three necklaces.**

- F. Sandy              G. Sharon              H. three              J. necklaces

3. Which of the words in this sentence is a **pronoun**?

**She lost the cat.**

- A. She              B. lost              C. the              D. cat

**Directions:** Choose a subject, a verb, and a location to write two different sentences.

4. Write a declarative sentence about a **bee**.

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5. Write an interrogative sentence about a **bee**.

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6. Write an exclamatory sentence about a **bee**.

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**Name:**

**Pre-Assessment D3**

**Directions:** Listen to each item. Circle your answer choice.

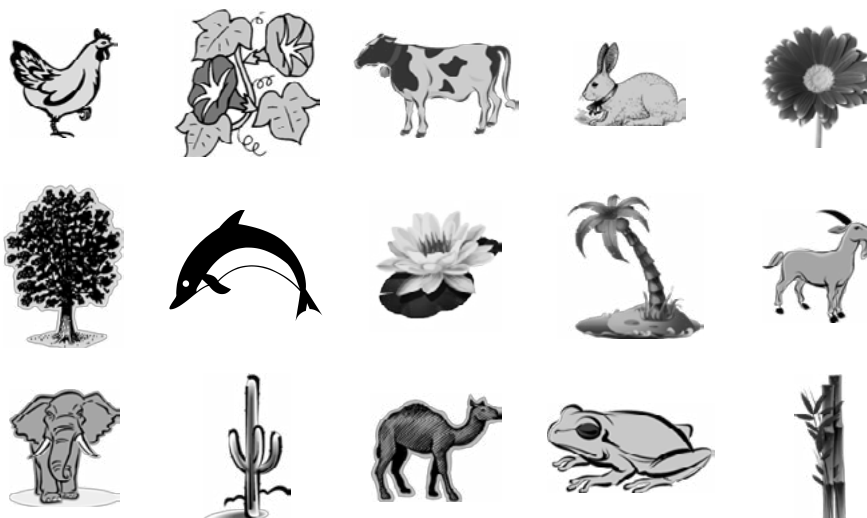
1. Where is your \_\_\_\_\_? You have to turn it in today.

- A. window
- B. mother
- C. homework
- D. lunch

2. I can't find my coat. I will be really \_\_\_\_\_ if I walk home without it.

- F. tired
- G. cold
- H. backpack
- J. hungry

3. Circle the animals. Place an X over the plants.



4. Sort these words according to the rule.

| Words   |           | Dessert | Breakfast |
|---------|-----------|---------|-----------|
| bacon   | cake      |         |           |
| pie     | pancakes  |         |           |
| toast   | juice     |         |           |
| eggs    | cookies   |         |           |
| pudding | ice cream |         |           |

## Standards Plus® Common Core Intervention

### ***Diagnostic Pre-Assessment Results***

Once you have the results of the Diagnostic Pre-Assessment, providing targeted intervention instruction is easy with Standards Plus Common Core Intervention. Simply teach the topic(s) that meet your students' needs. Each topic includes scaffolded, ready-to-teach, scripted, direct instruction lessons, performance tasks, and post-assessments.

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## More About Standards Plus Common Core Intervention

### **What is Standards Plus CC Intervention?**

Standards Plus CC Intervention is a set of research-based, scaffolded 1-8 language arts and math lessons written to the Common Core Standards. These explicit, direct instruction lessons were designed to build the essential prerequisite elements of the grade level standards.

### **Benefits:**

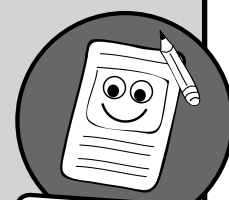
- Ready-to-teach lessons and performance tasks with very little teacher preparation.
- Instruction is scaffolded and provides exposure to the standards at DOK levels 1-3.
- Grade level content vocabulary is taught within the context of the lessons.
- Prepares students for grade level success.
- Ideal for:
  - Small group instruction
  - After school programs
  - Special Ed. settings to meet IEP goals
  - Summer school programs

### **Standards Plus Common Core Intervention Instructional Components**

#### **Step-by-Step**

#### **Direct Instruction Lessons:**

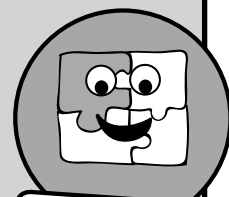
These ready-to-teach lessons are organized by topic to develop prerequisite skills and concepts while scaffolding to grade-level appropriate activities. These lessons are written to DOK levels 1 and 2.



**Step-by-Step  
Lessons**

#### **Performance Tasks:**

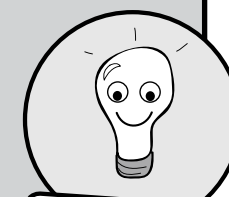
Within each topic, students have the opportunity to participate in a Performance Task to apply what they have learned in a unique setting and cement their learning. These lessons are written to DOK levels 1 and 2.



**Performance  
Tasks**

#### **Post-Assessments:**

Parallel to the Diagnostic Pre-Assessments, these assessments provide data directly related to the instruction provided.



**Post-Assessments  
(Parallel to Diagnostic)**

# Standards Plus® COMMON CORE INTERVENTION

| Grade    | ELA Topic A   | ELA Topic B                         | ELA Topic C  | ELA Topic D                               |
|----------|---|-------------------------------------|--|---|
| <b>1</b> | Reading Literature and Writing                            | Reading Informational Text          | Reading Foundational Skills, Capitalization, and Punctuation           | Spelling, Grammar & Usage, and Vocabulary |
| <b>2</b> | Reading Literature and Writing                            | Reading Informational Text          | Reading Foundational Skills, Capitalization, Punctuation, and Spelling | Grammar & Usage and Vocabulary            |
| <b>3</b> | Reading Literature and Writing                            | Reading Informational Text          | Capitalization, Punctuation, and Spelling                              | Grammar & Usage and Vocabulary            |
| <b>4</b> | Reading Literature and Writing                            | Reading Informational Text          | Capitalization, Punctuation, and Spelling                              | Grammar & Usage and Vocabulary            |
| <b>5</b> | Reading Literature and Writing                            | Reading Informational Text          | Capitalization, Punctuation, and Spelling                              | Grammar & Usage and Vocabulary            |
| <b>6</b> | Reading Literature and Writing                            | Reading Informational Text          | Capitalization, Punctuation, and Spelling                              | Grammar & Usage and Vocabulary            |
| <b>7</b> | Reading Literature and Writing                            | Reading Informational Text          | Capitalization, Punctuation, and Spelling                              | Grammar & Usage and Vocabulary            |
| <b>8</b> | Reading Literature and Writing                            | Reading Informational Text          | Capitalization, Punctuation, Spelling, and Grammar & Usage             | Vocabulary                                |
| Grade    | Math Topic A  | Math Topic B                        | Math Topic C   | Math Topic D                              |
| <b>1</b> | Operations & Algebraic Thinking                           | Number & Operations in Base Ten     | Measurement & Data   | Geometry                                  |
| <b>2</b> | Operations & Algebraic Thinking                           | Number & Operations in Base Ten     | Measurement & Data   | Geometry                                  |
| <b>3</b> | Operations & Algebraic Thinking                           | Number & Operations – Fractions     | Number & Operations in Base Ten and Geometry                           | Measurement & Data                        |
| <b>4</b> | Operations & Algebraic Thinking                           | Number & Operations – Fractions     | Number & Operations in Base Ten and Geometry                           | Measurement & Data                        |
| <b>5</b> | Number & Operations in Base Ten                           | Number & Operations – Fractions     | Measurement & Data   | Operations & Algebraic Thinking           |
| <b>6</b> | The Number System   | Ratios & Proportional Relationships | Expressions & Equations  | Geometry and Statistics & Probability     |
| <b>7</b> | Ratios & Proportional Relationships and The Number System | Expressions & Equations             | Statistics & Probability   | Geometry                                  |
| <b>8</b> | The Number System and Expressions & Equations             | Functions                           | Statistics & Probability   | Geometry                                  |

**To learn more, please contact 1.877.505.9152**