

# DIAGNOSTIC PRE-ASSESSMENT A

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

*Reading Literature • Writing*

Standards Plus®  
**COMMON CORE  
INTERVENTION**

**Grade**

**2**

**A**

*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 2**

Standards Plus® Common Core Intervention  
***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 2

**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:** Reading Literature

**Focus:** Understanding Literature

**Pre-Assessment:** #A1

**Answers:**

Answers may vary; possible answers:

1. Julie is the main character in the story.
2. Julie likes to ride on school buses and city buses.
3. Julie and her mother sometimes go to the mall or to Julie's grandmother's.
4. The underlined words are all the people in the story. They tell about the characters.
5. The story tells about city buses near the end of the story.

**Strand:** Writing

**Focus:** Elements of a Paragraph

**Pre-Assessment:** #A2

**Answers:**

1. A
2. H
3. Answers may vary; possible answer: Sometimes she lets me help her make the dough.
4. A
5. Answers may vary; possible answer: Everyone always has a great time playing soccer.

**Strand:** Writing

**Focus:** Revising Writing

**Pre-Assessment:** #A3

**Answers:**

1. A
2. In March, we had a kite-flying contest.
3. G
4. Answers may vary; possible answer: He is fun because he plays games with my friends and me.
5. Answers may vary; possible answer: The pink dress with white lace is pretty.

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

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

### Pre-Assessment A1

**Directions:** Read the story below. Answer each question by writing a complete sentence.

Julie likes to ride on buses. Every school day, a big, yellow bus takes her to school. Every afternoon, when school is over for the day, the same bus takes her home. Julie likes to sit by the window. When she says hello to the bus driver, he smiles at her. Eddie and Steven, Julie's brothers, ride the bus, too. Julie also has lots of friends that ride the bus to school. Sometimes, on Saturdays, Julie and her mother ride the big, white city bus to go visit Julie's grandmother or to go to the shopping mall. Julie likes school buses and city buses.

1. Who is the main character in this story?

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2. What kind of buses does Julie like to ride in this story?

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3. Where do Julie and her mother sometimes go on Saturdays?

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4. How are the underlined words connected in the story?

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5. In which part of the story does it talk about this kind of bus?



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**Name:**

**Pre-Assessment A2**

**Directions:** Read the following paragraph. Then, answer questions 1-3.

\_\_\_\_\_. They are my favorite kind of cookies. I like them when they are warm from the oven. I like them with milk or hot cocoa. My mom makes the best chocolate chip cookies in town.

1. Which of the following would make the best topic sentence for the paragraph?
  - A. I love chocolate chip cookies.
  - B. Cookies are bad for you.
  - C. My sister hates cookies.
  - D. I wish cookies tasted good.
2. Which of the following would be the best concluding sentence for the paragraph?
  - F. I don't like chocolate chip cookies.
  - G. Does your mom know how to make cookies?
  - H. Chocolate chip cookies are the best.
  - J. Who invented cookies?
3. Write a sentence that could be added to the paragraph and support the topic.

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**Directions:** Read the following paragraph. Then, answer questions 4 and 5.

**Soccer is a lot of fun. You get to run around the field with your friends. You can kick the ball and try to steal it from the other team. If you score a goal, it is exciting.**

4. Which of the following would make a good concluding sentence for this paragraph?
  - A. Soccer is a great game.
  - B. If you fall down, you might get hurt.
  - C. I don't really like to run.
  - D. You shouldn't play soccer at the park.
5. Write a sentence of your own that would support the topic sentence in the paragraph above.

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**Name:**

**Pre-Assessment A3**

**Directions:** Read the following paragraph. Then, answer questions 1-2.

**Our class has had an exciting year. In February, we went to the zoo. In March, we had a kite-flying contest. We held a fair in May. In April, we went to a potato chip factory. We have been busy.**

1. Which sentence is in the wrong order in the paragraph?
  - A. In April, we went to a potato chip factory.
  - B. In March, we had a kite-flying contest.
  - C. We have been busy.
  - D. In February, we went to the zoo.
2. The sentence that is in the wrong order should come after which sentence?

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**Directions:** Read the following paragraph. Then, answer questions 3-4

**My Uncle Jim is my favorite uncle. He is fun. He takes me places. He is a nice man. My Uncle Jim is great!**

3. Which of the following could be included to add detail to this paragraph?
  - F. My Aunt Sally is neat, too.
  - G. We go to basketball games together.
  - H. He is my mom's brother.
  - J. He is a good person.
4. How could we rewrite the **second** sentence to add detail?

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5. Rewrite the sentence to add detail.

The dress is pretty.

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## 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:**

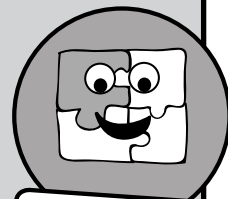
These ready-to-teach lessons are organized by topic to develop prerequisite skills and concepts while scaffolding to grade-level appropriate activities. These lessons are written to DOK levels 1 and 2.



**Step-by-Step Lessons**

#### **Performance Tasks:**

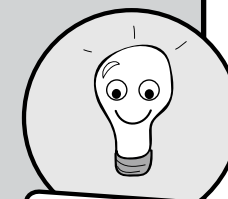
Within each topic, students have the opportunity to participate in a Performance Task to apply what they have learned in a unique setting and cement their learning. These lessons are written to DOK levels 1 and 2.



**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**