

DIAGNOSTIC PRE-ASSESSMENT C

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

Reading Foundational Skills • Capitalization

Punctuation • Spelling

Standards Plus®
**COMMON CORE
INTERVENTION**

Grade

2

C

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

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 Foundational Skills

Focus: Reading Words

Pre-Assessment: #C1

Answers:

For items 1-4, answers may vary; students write two words with the same rime:

1. Bog, dog, frog
2. Port, short, fort
3. Bite, mite, spite (Students may mistakenly spell fite, rite, and flite meaning fight, right, and flight. Discuss in the review.)
4. Sell, tell, shell
5. A
6. H

Strand: Capitalization

Focus: Capitalization Rules

Pre-Assessment: #C2

Answers:

1. B
2. F
3. We are going to buy flowers for Ms. Maria R. Hernandez.
4. In August, Sally and I will shop for school supplies.
5. Answers may vary slightly; students must write the date using correct capitalization; Greeting: Dear; Closing: Love

Strand: Punctuation

Focus: Punctuation Rules

Pre-Assessment: #C3

Answers:

1. You will need paper, a pencil, and your book.
2. He was born on Monday, March 5, 2001.
3. Dear Matt,
Let's have lunch next week. We'll meet at
the taco stand at noon on Tuesday. Let me know if
you can make it.
See you then,
Jeff
4. What are we having for lunch today? We go to the library on
Wednesdays. Watch out for the puddle!
Didn't, I'll, we've

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

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: Spelling

Focus:

Pre-Assessment: #C4

Directions:

Number 1: Circle the picture of the object that has the long a sound. Ruler. Glue. Cage. Bell.

Number 2: Circle the picture of the object that has the long e sound. Tree. Ten. Skirt. Shoe.

Number 3: Choose the word that begins with a consonant blend. Circle your answer choice.

Number 4: Choose the word that ends with a consonant blend. Circle your answer choice.

Number 5: I will say each of the words that go with these pictures. Write each word on the line.

Bag. /b/ /a/ /g/. Bag. (Pause.)

Fin. /f/ /i/ /n/. Fin. (Pause.)

Cup. /k/ /u/ /p/. Cup. (Pause.)

Answers:

1. cage
2. tree
3. B
4. F
5. bag, fin, cup

Name:

Pre-Assessment C1

Directions: Read each item. Write your answers on the lines.

1. Write two words that have the same **rime** as jog.

2. Write two words that have the same **rime** as sport.

3. Write two words that have the same **rime** as kite.

4. Write two words that have the same **rime** as bell.

Directions: Read each question. Circle your answer choice.

5. What is the meaning of the word unused?

- A. not used
- B. used again
- C. very useful
- D. in a useful way

6. What is the meaning of the word painful?

- F. not in pain
- G. in pain again
- H. full of pain
- J. in a painful way

Name:

Pre-Assessment C2

Directions: Read each sentence carefully. Select the sentence that uses correct capitalization. Circle your answer choice.

1. A. My friend and i eat lunch together every day.
 B. My friend and I eat lunch together every day.
 C. my friend and I eat lunch together every day.

2. F. The baseball game I went to was on Saturday.
 G. the baseball game i went to was on Saturday.
 H. The baseball game I went to was on saturday.

Directions: Read each sentence. Rewrite the sentences using correct capitalization.

3. we are going to buy flowers for ms. maria r. hernandez.

4. in august, sally and i will shop for school supplies.

Directions: Complete the friendly letter below by filling in the blanks with a today's date, the greeting, and the closing for this letter. Be sure to use correct capitalization.

(date)

_____ Aunt Megan,

We are reading the book Ramona the Pest in school this year. I like it so far. Have you ever read it?

Mark

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:

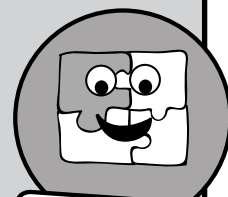
These ready-to-teach lessons are organized by topic to develop prerequisite skills and concepts while scaffolding to grade-level appropriate activities. These lessons are written to DOK levels 1 and 2.



Step-by-Step Lessons

Performance Tasks:

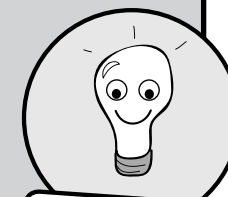
Within each topic, students have the opportunity to participate in a Performance Task to apply what they have learned in a unique setting and cement their learning. These lessons are written to DOK levels 1 and 2.



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

To learn more, please contact 1.877.505.9152