

# DIAGNOSTIC PRE-ASSESSMENT C

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

*Capitalization • Punctuation • Spelling*

Standards Plus®  
**COMMON CORE  
INTERVENTION**

**Grade**

**3**

**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 3**

## ***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 3

**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:** #C1

**Answers:**

Answers will vary.

1. Unlikely, unfortunate, uncooked, unable, etc.
2. Un means not.
3. Peaceful, wonderful, careful, playful, etc.
4. Ful means full of.
5. Doing, crying
6. Boxes, carries
7. Sidewalk, inside, outside, sideways, etc.

**Strand:** Capitalization

**Focus:** Capitalization Rules

**Pre-Assessment:** #C2

**Answers:**

1. B
2. F
3. D
4. J
5. My family and I went to Yellowstone National Park in July.
6. Do you know who bought the last Roger Racer Bike on Tuesday?

**Strand:** Punctuation

**Focus:** Punctuation Rules

**Pre-Assessment:** #C3

**Answers:**

1. You will need paper, a pencil, and your book.
2. "I wrote a letter to Grandpa," said Tony.
3. He was born on Monday, March 5, 2005.
4. Dear Matt,  
Let's have lunch next week. We'll meet at the taco stand on Tuesday. Let me know if you can make it.  
Your friend,  
Jeff
5. I can't find Jeremy's homework! (or .)
6. The books' covers were scattered on the table.

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

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

**Pre-Assessment C1**

**Directions:** Read each item. Write your answers on the lines provided for you.

1. Write two words that begin with the prefix **un-**.

_____	_____
_____	_____
_____	_____

2. What does the prefix **un-** mean.

_____
_____
_____
_____
_____

3. Write two words that end with the suffix **-ful**.

_____	_____
_____	_____
_____	_____

4. What does the suffix **-ful** mean.

_____
_____
_____
_____
_____

5. Add **-ing** to the following words.

do	cry
_____	_____
_____	_____
_____	_____

6. Add **-es** to the following words.

box	carry
_____	_____
_____	_____
_____	_____

7. Write two compound words that include the word **side**.

_____	_____
_____	_____
_____	_____

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.  
      D. 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.  
      J. The baseball game i went to was on saturday.
  
3.    A. We bought flowers for maria R. Hernandez at Main Street Flowers.  
      B. We bought flowers for Maria r. Hernandez at main street flowers.  
      C. We bought flowers for Maria R. Hernandez at main street flowers.  
      D. We bought flowers for Maria R. Hernandez at Main Street Flowers.
  
4.    F. In august, Sally and I will shop for school supplies at baywood mall.  
      G. in august, Sally and I will shop for school supplies at baywood mall.  
      H. In August, sally and I will shop for school supplies at Baywood Mall.  
      J. In August, Sally and I will shop for school supplies at Baywood Mall.

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

5. my family and i went to yellowstone national park in july.

\_\_\_\_\_

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\_\_\_\_\_

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\_\_\_\_\_

6. do you know who bought the last roger racer bike on tuesday?

\_\_\_\_\_

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\_\_\_\_\_

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\_\_\_\_\_

**Name:**

**Pre-Assessment C3**

**Directions:** Read each item. Rewrite each sentence using correct punctuation.

1. You will need paper a pencil and your book

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2. I wrote a letter to Grandpa said Tony

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3. He was born on Monday March 5 2005

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4. Dear Matt

Let's have lunch next week We'll meet at the taco stand on  
Tuesday Let me know if you can make it

Your friend  
Jeff

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5. I can't find Jeremys homework

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6. The books covers were scattered on the table

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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:**

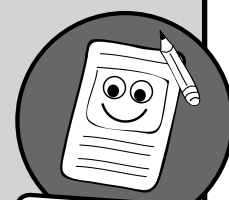
- Ready-to-teach lessons and performance tasks with very little teacher preparation.
- Instruction is scaffolded and provides exposure to the standards at DOK levels 1-3.
- Grade level content vocabulary is taught within the context of the lessons.
- Prepares students for grade level success.
- Ideal 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:**

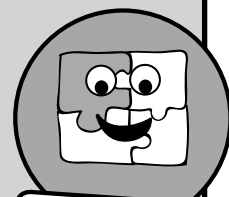
These ready-to-teach lessons are organized by topic to develop prerequisite skills and concepts while scaffolding to grade-level appropriate activities. These lessons are written to DOK levels 1 and 2.



**Step-by-Step  
Lessons**

#### **Performance Tasks:**

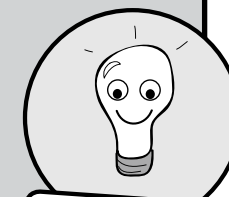
Within each topic, students have the opportunity to participate in a Performance Task to apply what they have learned in a unique setting and cement their learning. These lessons are written to DOK levels 1 and 2.



**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**