

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

4

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 4

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 4

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: Capitalization

Focus: Capitalization Rules

Pre-Assessment: #C1

Answers:

1. On Mondays, Mom and Mrs. Smith go shopping.
2. “You have to think,” my friend J.C. Smith said, “about the feelings of others.”
3. It is well known that Dr. Garcia’s favorite charity is the American Red Cross.
4. My birthday is in June, but my brother’s is next Tuesday.
5. Answers may vary; possible answer: A proper noun is a noun that names a specific person, place, or thing. For example, Jennifer, Kentucky, or Pepsi.

Strand: Punctuation

Focus: Punctuation Rules

Pre-Assessment: #C2

Answers:

1. The new author asked us, “Would you like to read my book? I think you’ll enjoy the section entitled, *Planting Flowers in the Shade*.” I asked him, “What made you want to become a writer?” He answered, “I’ve wanted to write my entire life.” “I can’t wait to read your book,” I told him. I was surprised to discover that there were sections on night-blooming flowers, flowering vegetables, and attracting bees.
 2. “You have to think,” my friend J.C. Smith said, “about the feelings of others.”
- Answers may vary, possible answers:
3. Irving has two sisters, but Marco has three brothers.
 4. When will we get there, and who will we see?

Procedure and Answer Key

Standards Plus® – Common Core Intervention Language Arts – Grade 4

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: Vocabulary Acquisition & Use **Focus:** Beginnings & Endings

Pre-Assessment: #C3

Answers:

1. A
2. H
3. B
4. cried; crying
5. wets; wetting
6. benches; benched
7. picked, picking
8. buys; buying
9. runs; running
10. dies; died

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

Name:

Pre-Assessment C1

Directions: Read each sentence. On the lines provided, rewrite the sentence using correct capitalization.

1. on mondays, mom and mrs. smith go shopping.

2. "you have to think," my friend j.c. smith said, "about the feelings of others."

3. it is well known that dr. garcia's favorite charity is the american red cross.

4. my birthday is in june, but my brother's is next tuesday.

Directions: Answer the question on the lines below.

5. What is a proper noun?

Name: _____

Pre-Assessment C2

Directions: Read the paragraph below. Add punctuation marks where they are needed.

1. The new author asked us Would you like to read my book? I think you'll enjoy the section entitled, *Planting Flowers in the Shade*. I asked him What made you want to become a writer? He answered I've wanted to write my entire life. I can't wait to read your book I told him. I was surprised to discover that there were sections on night-blooming flowers, flowering vegetables, and attracting bees.

Directions: Rewrite the sentence using correct punctuation.

2. You have to think, my friend J.C. Smith said, about the feelings of others.

Directions: Combine the independent clauses to write a compound sentence. Use a comma and a coordinating conjunction to combine the clauses.

3. Irving has two sisters. Marco has three brothers.

4. When will we get there? Who will we see?

Name: _____

Pre-Assessment C3

Directions: Use the meaning of the prefix or suffix to help you select the best meaning for the underlined word in the sentence below. Circle the letter by the correct answer.

1. Because the lawn mower was unused it looked like new.
A. not used
B. used again
C. very useful
D. in a useful way
2. Jennifer's broken finger was really painful.
F. not in pain
G. in pain again
H. full of pain
J. in a painful way
3. Amy knows it is improper to touch the paintings at the museum.
A. a crime
B. not appropriate
C. a good idea
D. suitable

Directions: Rewrite the words adding the inflectional ending. Determine if you need to add an e before an -s ending. Determine if you need to change a y to an i before adding the ending. You may need to double the final consonant before adding the ending.

- | | |
|----------------------|--------------------|
| 4. cry + ed = _____ | cry + ing = _____ |
| 5. wet + s = _____ | wet + ing = _____ |
| 6. bench + s = _____ | bench + ed = _____ |
| 7. pick + ed = _____ | pick + ing = _____ |
| 8. buy + s = _____ | buy + ing = _____ |
| 9. run + s = _____ | run + ing = _____ |
| 10. die + s = _____ | die + ed = _____ |

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:

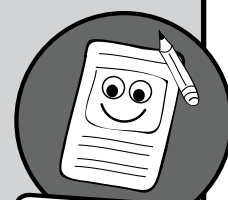
- Ready-to-teach lessons and performance tasks with very little teacher preparation.
- Instruction is scaffolded and provides exposure to the standards at DOK levels 1-3.
- Grade level content vocabulary is taught within the context of the lessons.
- Prepares students for grade level success.
- Ideal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

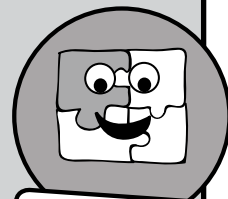
These ready-to-teach lessons are organized by topic to develop prerequisite skills and concepts while scaffolding to grade-level appropriate activities. These lessons are written to DOK levels 1 and 2.



Step-by-Step Lessons

Performance Tasks:

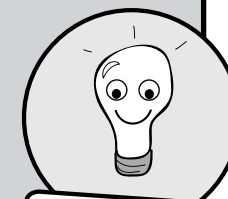
Within each topic, students have the opportunity to participate in a Performance Task to apply what they have learned in a unique setting and cement their learning. These lessons are written to DOK levels 1 and 2.



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