

# 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**

**I**

**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 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.**

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| <b>Procedure and Answer Key</b>   |
| <b>Standards Plus® – Common Core Intervention Language Arts – Grade 1</b> |

**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.

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|-----------------------------------|--|----------------------------|
| <b>Strand:</b> Reading Literature | <b>Focus:</b> Understanding Literature | <b>Pre-Assessment:</b> #A1 |
|-----------------------------------|--|----------------------------|

**Directions:** Read the story aloud for the students. Read each question.

**Answers:**

Answers may vary; possible answers:

1. Connie is Sally’s best friend.
2. They met when they were babies.
3. The underlined words tell what they both like.
4. It feels awesome to have a best friend.
5. Who is sitting on the sidewalk?

|                                   |                                   |                            |
|-----------------------------------|-----------------------------------|----------------------------|
| <b>Strand:</b> Reading Literature | <b>Focus:</b> Elements of a Story | <b>Pre-Assessment:</b> #A2 |
|-----------------------------------|-----------------------------------|----------------------------|

**Directions:** Read the story aloud for the students. Lead the students through each section.

**Answers:**

Answers may vary; possible answers:

**Characters:** Lion and Mouse

**Setting:** jungle, trap

**Beginning:** The mouse wakes the lion.

**Middle:** The lion lets the mouse go. The lion gets caught in the net. The mouse sets the lion free.

**End:** The lion is surprised that the mouse could help him.

|                        |                                   |                            |
|------------------------|-----------------------------------|----------------------------|
| <b>Strand:</b> Writing | <b>Focus:</b> Writing a Paragraph | <b>Pre-Assessment:</b> #A3 |
|------------------------|-----------------------------------|----------------------------|

**Directions:** Review the elements of a paragraph and hold a class discussion about the picture before you release the students to write.

**Answers:**

Answers will vary; the students must all write a paragraph about the beach which includes a topic sentence, three or more supporting sentences, and a conclusion.



**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.

Sally and Connie are best friends! They live next door to each other. They met when they were just babies. They walk to school together, and they are in the same class. They ride bikes after school, and they go to the park. They both like yellow and cupcakes. They are really great friends!

1. Who is Sally's best friend?

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2. When did the two girls meet?

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3. What do the underlined words tell you about what the girls have in common?

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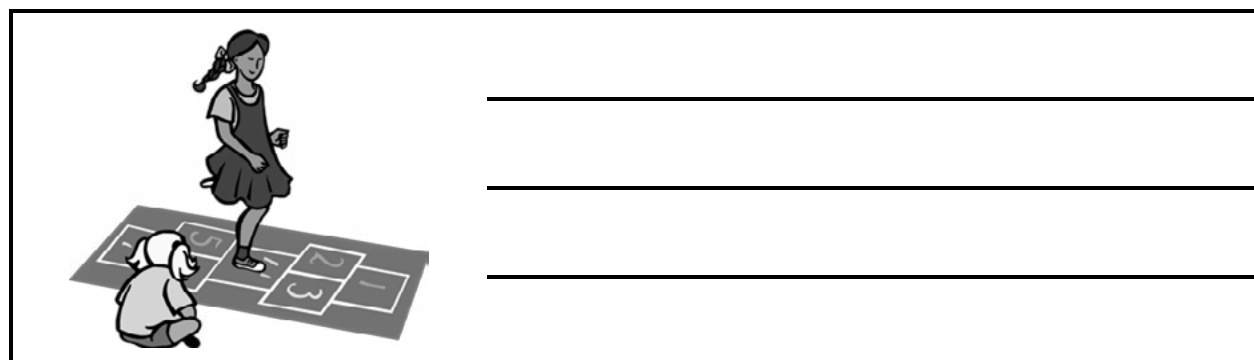
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4. How do you think it feels to have a best friend?

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5. What is one question you could ask about this picture?



**Name:**

**Pre-Assessment A2**

**Directions:** Read the story. Write words and draw pictures to describe the parts of the story.

Once, a mouse was playing in the jungle. He woke a lion from his sleep. The lion was angry and got ready to eat the mouse. The mouse begged the lion not to eat him, and he said he would help the lion one day. The lion laughed, but he let the mouse go.

A few weeks later, the lion was caught in a net that the hunter set to trap him. The lion roared in anger. The mouse heard the roar, and he rushed to help the lion. He chewed through the ropes of the net, and the lion was freed. The lion was surprised that such a tiny mouse could save his life.

**Characters**

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**Setting**

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**Beginning**

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**Middle**

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**End**

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

**Pre-Assessment A3**

**Directions:** Study the picture. Write a paragraph to tell about the picture.

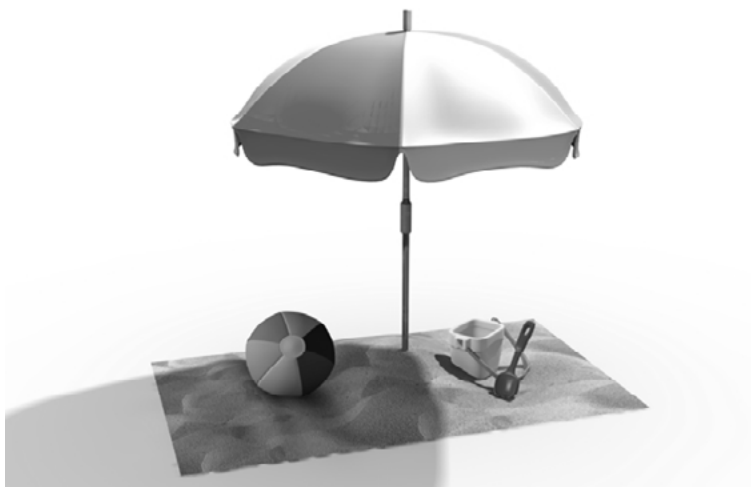
**Paragraph Elements:**

**Focus** – Big Idea

**Topic Sentence** – Introduces the reader to the focus.

**Supporting Sentences** – Three or more sentences that describe, explain, and give examples that support the topic.

**Conclusion** – A sentence that summarizes or closes off the paragraph.



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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:**

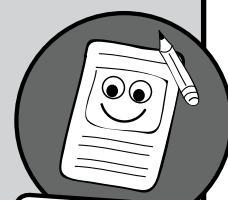
- Ready-to-teach lessons and performance tasks with very little teacher preparation.
- Instruction is scaffolded and provides exposure to the standards at DOK levels 1-3.
- Grade level content vocabulary is taught within the context of the lessons.
- Prepares students for grade level success.
- Ideal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

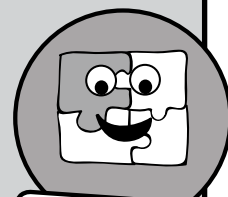
These ready-to-teach lessons are organized by topic to develop prerequisite skills and concepts while scaffolding to grade-level appropriate activities. These lessons are written to DOK levels 1 and 2.



**Step-by-Step Lessons**

#### **Performance Tasks:**

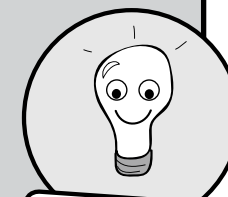
Within each topic, students have the opportunity to participate in a Performance Task to apply what they have learned in a unique setting and cement their learning. These lessons are written to DOK levels 1 and 2.



**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**