

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

3

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 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: Reading Literature

Focus: Understanding Literature

Pre-Assessment: #A1

Answers:

Answers may vary; possible answers:

1. The main idea of the story is that Toby got a new kitten.
2. The students should underline two phrases or sentences that support the main idea.
3. The characters are Toby, his parents, grandparents, brother, and Aunt Rachel. (The students may include Tiger as a character as well.)
4. Toby was woken up at night because Tiger was running around.
5. Active means running around, jumping, and pouncing.
6. Picture 1: This shows a kitten like tiger next to a food bowl.

Strand: Writing

Focus: Elements of a Literature

Pre-Assessment: #A2

Answers:

Answers may vary; possible answers:

1. At the beginning of the story, the hungry men come to the village.
2. The men put a large stone in the pot.
3. The setting of the story is the village square.
4. The characters in the story are the three men and the villagers.
5. The people shared their food with the strangers because they were interested in the idea of stone soup.

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: Writing

Focus: Forming a Paragraph

Pre-Assessment: #A3

Answers:

1. A

2. H

Answers may vary; possible answer:

3. I even like them when they are old and crumbly.

4. F

Answers may vary; possible answer:

5. Everyone cheers, and you feel terrific.

Strand: Writing

Focus: Revising Written Work

Pre-Assessment: #A4

Answers:

1. We held a fair in May.

2. In April, we went to a potato chip factory.

3. B

4. G

Answers may vary; possible answer:

5. The long, green dress is sparkly and pretty.

Answers may vary; possible answer:

Mrs. Walsh bought a brand new, red sports car.

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

Name: _____

Pre-Assessment A1

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

Toby got a new kitten for his birthday. He had always wanted a kitten, so he was really excited when he opened the wiggling box at his party. His Aunt Rachel gave him the kitten, and his parents gave him all the things he would need to take care of his kitten: food and water bowls, kitten food, a litter box, and kitty litter. His big brother gave him two catnip mice for the kitten to play with. His grandparents got him a cat climbing tree. It has three platforms, a hiding hole, and two scratching posts.

Toby named his kitten Tiger. She has orange and white stripes, so she looks a little like a tiger. She is very active at night, so sometimes Toby gets woken up a couple of times. She runs and jumps and pounces on Toby's bed. Toby keeps hoping that she will settle down as she gets older.

1. What is the main idea of this story?


2. Underline two key details that support the main idea.

3. Who are the characters in this story?

4. What is one event that happened to Toby in the story?

5. What does active mean in the story?

6. How does this picture relate to the story?

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Name:

Pre-Assessment A2

Directions: Read the story. Then, read the questions, and mark your answers.

Once, three hungry men came upon a village. They hadn't eaten in days, so they asked the people of the village if they could spare some food. No one would give them food, so the men lit a fire in the village square, and they put a great black pot over the fire. One of the men scrubbed a large stone and set it into the pot. Then, they added water to the pot. The villagers wondered what they were doing. One man asked them, and the men told him they were making stone soup. "It is filling, but we don't really have anything to give it flavoring." The man offered them some onions to flavor the soup. They added the onions, and the soup began to smell quite tasty. Another villager offered them a few potatoes and another offered carrots. Soon all of the villagers had offered something to add to the soup: salt, pepper, thyme, peas, corn, even some beef! When the soup had cooked all afternoon, all of the villagers shared in eating the stone soup.

1. What happens at the beginning of this story?

2. What do the men put into the pot?

3. What is the setting of this story?

4. Who are the characters in this story?

5. Why did the village people end up sharing food with the strangers?

Name:

Pre-Assessment A3

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. I could eat a million of my mom's peanut butter cookies because she makes the best peanut butter cookies in town.

1. Which of the following would make the best topic sentence for the paragraph?
 - A. I really love peanut butter cookies.
 - B. Cookies and peanut butter are bad for you.
 - C. My sister and brother both hate cookies.
 - D. I wish cookies tasted good, but they don't.
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. Peanut butter cookies are the best.
 - J. Who invented peanut butter?
3. On the lines below, write a sentence of your own that would support the topic sentence in the paragraph above.

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?
 - F. Soccer is a great game.
 - G. If you fall down, you might get hurt.
 - H. I don't really like to run.
 - J. You shouldn't play soccer at the park.
5. On the lines below, write a sentence of your own that would support the topic sentence in the paragraph above.

Name:

Pre-Assessment A4

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?

2. The sentence that is in the wrong order should come after which sentence?

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?

- A. My Aunt Sally is neat, too.
- B. We go to basketball games together.
- C. He is my mom's brother.
- D. He is a good person.

4. How could we rewrite the **second** sentence to add detail?

- F. He is interesting.
- G. He is fun because he plays games with me.
- H. I don't really like him.
- J. Uncle Jim is fun.

5. Rewrite these two sentences to add detail.

The dress is pretty.

Mrs. Walsh bought a car.

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:

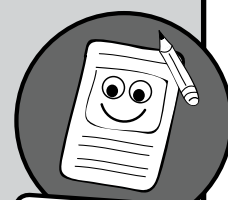
- Ready-to-teach lessons and performance tasks with very little teacher preparation.
- Instruction is scaffolded and provides exposure to the standards at DOK levels 1-3.
- Grade level content vocabulary is taught within the context of the lessons.
- Prepares students for grade level success.
- Ideal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

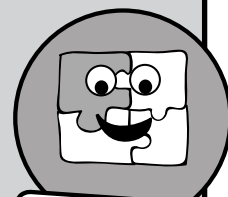
These ready-to-teach lessons are organized by topic to develop prerequisite skills and concepts while scaffolding to grade-level appropriate activities. These lessons are written to DOK levels 1 and 2.



**Step-by-Step
Lessons**

Performance Tasks:

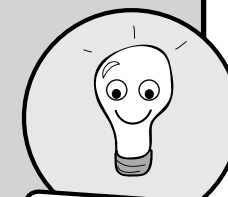
Within each topic, students have the opportunity to participate in a Performance Task to apply what they have learned in a unique setting and cement their learning. These lessons are written to DOK levels 1 and 2.



**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