

# DIAGNOSTIC PRE-ASSESSMENT B

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

*Reading Informational Text*

Standards Plus®  
**COMMON CORE  
INTERVENTION**

**Grade**

**3**

**B**

*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 Informational Text

**Focus:** Understanding Text

**Pre-Assessment:** #B1

**Answers:**

Answers may vary; possible answers:

1. The main idea of the passage is that donkeys are good animals to have.
2. Donkeys are not stubborn, and they can eat plants that many other animals cannot.
3. Donkeys will stop and not go until it is safe, and they protect animals from danger by kicking and chasing other animals.
4. The author has a positive point of view because he or she is showing all the good qualities of the donkey, and I do/do not have the same point of view.
5. Picture 1: Donkeys are strong and reliable. Picture 2: Donkeys are good work animals. Picture 3: Donkeys are related to horses and zebras.

**Strand:** Reading Informational Text

**Focus:** Understanding Text

**Pre-Assessment:** #B2

**Answers:**

Answers may vary; possible answers:

1. The main idea of the text is to learn how to wash dishes.
2. You put dirty dishes in the water, and you scrub each dish.
3. Each step tells you what to do next.
4. The water, dishwashing liquid, and sponge work together to clean the dishes.
5. Picture 1: You have to wash dirty dishes to make them clean. Picture 2: Place dishes in a rack to dry. Picture 3: You need water, dishwashing liquid, and a sponge to wash dishes.

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

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

### Pre-Assessment B1

**Directions:** Read the passage below. Answer each question by selecting the correct answer or writing a complete sentence. Underline text evidence that supports each answer.

Donkeys are animals that are related to horses and zebras. These animals have been work animals for thousands of years. They are strong and reliable, and they are very hard workers. Donkeys can eat plants that most other animals cannot, and they can survive in desert-like areas. Donkeys are known for being stubborn, but they really aren't stubborn. If a donkey senses danger, it will stop to avoid the danger, and it won't continue until it thinks it is safe. Donkeys are good animals to have with other herd animals, like horses, sheep, or cattle, because they are protective, and they don't like coyotes, wolves, or dogs. They will protect the herd by chasing or kicking other animals.

1. What is the main idea of this passage?

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2. What are two key details from the text?

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3. What connections can you make about how donkeys protect others?

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4. What is the author's point of view, and do you have the same point of view?

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5. Write a caption for each of the pictures below:



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

### Pre-Assessment B2

**Directions:** Read the text below. Answer each question by selecting the correct answer or writing a complete sentence. Underline text evidence that supports each answer.

#### How to Wash Dishes

**Step 1:** Clear the sink.

**Step 2:** Squeeze 1-2 tablespoons of dishwashing liquid in the sink.

**Step 3:** Fill the sink with very warm water.

**Step 4:** Put the dirty dishes into the water.

**Step 5:** Use a sponge to scrub each dirty dish.

**Step 6:** Rinse each dish.

**Step 7:** Place the dishes in a rack to dry.

1. What is the main idea of this text?

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2. What are two key details from the text?

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3. How are the steps connected in the text?

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4. How are the water, dishwashing liquid, and sponge related?

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5. Write a caption for each of the pictures below:




## 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:**

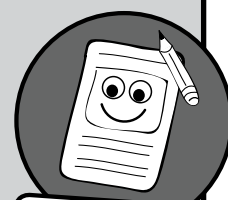
- Ready-to-teach lessons and performance tasks with very little teacher preparation.
- Instruction is scaffolded and provides exposure to the standards at DOK levels 1-3.
- Grade level content vocabulary is taught within the context of the lessons.
- Prepares students for grade level success.
- Ideal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

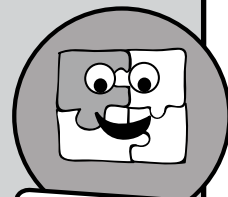
These ready-to-teach lessons are organized by topic to develop prerequisite skills and concepts while scaffolding to grade-level appropriate activities. These lessons are written to DOK levels 1 and 2.



**Step-by-Step Lessons**

#### **Performance Tasks:**

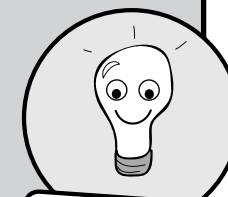
Within each topic, students have the opportunity to participate in a Performance Task to apply what they have learned in a unique setting and cement their learning. These lessons are written to DOK levels 1 and 2.



**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**