

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

4

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 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: Reading Literature

Focus: Understanding Literature

Pre-Assessment: #A1

Answers:

Answers may vary; possible answers:

1. The main idea of the story is that Betty and the Tyler Clean-Up Crew are doing great things.
2. The students should underline two phrases or sentences that support the main idea.
3. The characters are Betty, the crew, Mr. Wilson, and the librarian. (The students may include the mayor as a character as well.)
4. Betty wrote a letter to the mayor.
5. Accomplished means that they got it done.
6. Summary: Betty is the new president of the Tyler Clean-Up Crew, and she and the crew have already made a big difference. They have cleaned up the local area and were in the newspaper.

Strand: Reading Literature

Focus: Writing Sentences

Pre-Assessment: #A2

Answers:

Answers may vary; possible answers:

1. The first thing that happened was the thirsty crow found a pitcher with a little water.
2. If you are patient and clever, you can solve problems.
3. The crow was motivated to use the pebbles to get to the water because he was so thirsty.
4. The weather was probably hot and dry.
5. The opening of the pitcher is too narrow for the crow to get its head inside.
6. Summary: A thirsty crow finds a pitcher with water in the bottom. He can't reach the water, so he drops pebbles in the pitcher until the water moves up to where he can reach it. The crow drinks the water and flies away.

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: Writing

Focus: Forming a Paragraph

Pre-Assessment: #A3

Answers:

Answers may vary; possible answers:

1. The purpose is to persuade people to buy things.
2. The audience is Tami and Jane's family and friends.
3. B
4. Make sure you get the pan ready before you pour in the batter.
5. 3 – On Sunday evening, she went to her grandmother's birthday party.
1 – Friday after school, Lucy went to a skating party.
2 – Lucy's soccer team had a pizza party after the game on Saturday afternoon.
4 - Lucy had a busy weekend!

Strand: Writing

Focus: Revising Writing

Pre-Assessment: #A4

Answers:

1. C
2. H
3. Bamboo is a very fast-growing plant.
4. F

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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.

Tyler Clean-Up Crew

Betty Mason is the new president of the Tyler Clean-Up Crew. She wants to make this year the best one yet. There are thirty members on the crew, and everyone is still excited about how much they accomplished over the summer. Tyler pond, the park, and the streets of Tyler had never been cleaner. They were even pictured in the newspaper!

Betty has some ideas to make the crew even better. She has written a letter to the mayor, asking to be included in City Council meetings. She has also asked to have a regular column in the newspaper to give tips and information about keeping the city clean and ways to be good to the planet.

It seems like the whole town is taking the crew seriously. Mr. Wilson has offered to donate T-shirts for all of the crew members to wear. The city librarian has offered one of the library's conference rooms as a meeting room for the crew. The restaurants in town have all offered to supply refreshments for the meetings. Betty is excited that the crew is being taken so seriously. After all, the members are all students at Tyler Elementary School, and she is only in the 5th grade!

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 involved Betty in the story?

5. What does accomplished mean in the story?

6. Write a summary of the first paragraph of the story.

Name: _____

Pre-Assessment A2

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

Once there was a crow who was very thirsty. He came upon a pitcher that had just a little bit of water in the bottom. The neck of the pitcher was too narrow, so the crow could not reach the water. He tried turning his head to the left, and he tried turning his head to the right. He stretched his neck way out, and still he could not reach the water. He was about ready to give up when he noticed some pebbles on the ground. He knew what to do. He dropped a pebble in the water, but the water rose just a little. He dropped another pebble and another. He dropped pebble after pebble until the water rose to the neck of the pitcher. Then, the crow drank until his thirst was gone, and he flew away.

Moral: Little by little, a large task can be accomplished.

1. What happened first in this story?

2. What is the theme of this story?

3. What motivated the crow to use the pebbles?

4. What do you think the weather was like in the story?

5. What is the problem with the pitcher?

6. Write a summary of the story.

Name: _____

Pre-Assessment A3

Directions: Read the following paragraph. Then, answer questions 1 and 2.

Dear Friends and Family,

We are selling candy to earn money for new P.E. equipment for our school. There are six types of candy that we are selling. The mints, candied peanuts, and almond brittle each sell for \$5.00 a box. The fruit gels, caramel clusters, and toffee each sell for \$6.00 a box. We will be selling the candy until February 12. Please help support our school.

Tami and Jane

1. What is the authors' purpose for writing this text?

2. Who is the intended audience for this text?

Directions: Read the following paragraph. Then, answer questions 3 and 4.

When you are making a cake, it is important to follow directions. Make sure to measure each cup of ingredients very carefully, so you don't make mistakes. Read the box to see how long the cake should be in the oven so that it doesn't burn.

3. Which of the following would make a good concluding sentence for this paragraph?

- A. I like cookies too.
- B. If you do as the package says, your cake will turn out great.
- C. Turn on the oven.
- D. Add chocolate chips while you are stirring the batter.

4. Write a sentence that would support the topic sentence in the paragraph above.

5. Read the topic sentence. Number the sentences to put them in chronological order.

Topic Sentence: Lucy went to three parties last weekend.

- _____ On Sunday evening, she went to her grandmother's birthday party.
- _____ Friday after school, Lucy went to a skating party.
- _____ Lucy's soccer team had a pizza party after the game on Saturday afternoon.
- _____ Lucy had a busy weekend!

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 museum. In March, we had a marathon book festival. We held a food fair in May. In April, we had an assembly with a real astronaut. We have been busy.

1. Which sentence is in the wrong order in the paragraph?
 - A. We have been busy.
 - B. In March, we had a marathon book festival.
 - C. We held a food fair in May.
 - D. In February, we went to the museum.
2. Which sentence could be added to the paragraph?
 - F. I don't really like going to school.
 - G. I get bored in my class.
 - H. In January, we used geometry to design snow forts.
 - J. We never get to do anything fun in my class.

Directions: Read the following paragraph. Then, answer questions 3 and 4.

A giant panda spends sixteen hours a day eating. Bamboo is very tough and hard to chew. It is not very nutritious, so a panda must eat about 600 stems of bamboo a day to remain healthy. Bamboo is a very fast-growing plant. It takes a long time for pandas to eat that much bamboo.

3. Which sentence could be removed from the paragraph above?

4. Which of the following sentences should be added to this paragraph?
 - F. Pandas eat a giant grass called bamboo.
 - G. Pandas are the cutest animals in the world.
 - H. There are very few giant pandas left in the world.
 - J. My mom is afraid of giant pandas.

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:

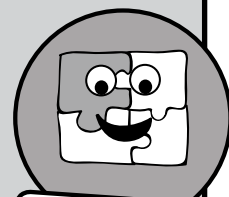
These ready-to-teach lessons are organized by topic to develop prerequisite skills and concepts while scaffolding to grade-level appropriate activities. These lessons are written to DOK levels 1 and 2.



**Step-by-Step
Lessons**

Performance Tasks:

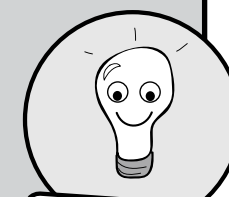
Within each topic, students have the opportunity to participate in a Performance Task to apply what they have learned in a unique setting and cement their learning. These lessons are written to DOK levels 1 and 2.



**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