

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

4

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 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 Informational Text

Focus: Understanding Text

Pre-Assessment: #B1

Answers:

Answers may vary; possible answers:

1. The main idea of the passage is to give facts about beavers.
2. There are two types of beavers, and beavers are nocturnal.
3. Warning means an alarm that tells the others that something is wrong.
4. Beavers use their tails to warn each other of danger, to support them when they stand on their back legs, and to help them turn when they swim.
5. There are two types of beavers, European and North American. They are mostly alike, but European beavers are larger, and they have lighter fur, smaller tails, and shorter back legs than the North American beaver.

Strand: Reading Informational Text

Focus: Understanding Text

Pre-Assessment: #B2

Answers:

Answers may vary; possible answers:

1. Bold and large print is used in the headers. There are italics for camera obscura. The pictures are about the topics.
2. The text is organized in a chronology or time order.
3. Improve means that they get better and more able to do things well.
4. It's a camera shop. It says that right below the name of the shop.
5. The first camera was the camera obscura that didn't use film. Artists would trace images to make the pictures. Later plates were invented that became camera film.

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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 evidence in the text that supports each answer.

Beavers are mammals that live in and around water. There are two different types of beavers. One type lives in North America, and the other lives in the region where Europe and Asia border each other. The two species are very much alike, but there are differences. The European Beaver is larger than the North American Beaver, and it tends to have lighter colored fur than the North American Beaver. The North American Beaver has a larger tail and longer back legs than the European Beaver.

Beavers are large rodents and have broad, flat tails that they use to slap against the water as a warning signal. They also use their tails for support when they are standing on their hind legs. The beavers use their tails to help them turn when they swim.

Beavers use their two front teeth to cut down trees. Their front teeth are large and strong. They use the trees to build dams. The dams create ponds where the beavers build their homes, called lodges. The beavers eat plants, twigs, and tree bark. Beavers are nocturnal, which means that they are active at night and sleep during the day.

1. What is the main idea of this passage?

2. What are two key details from the text?

3. What does warning mean in the passage?

4. How do beavers use their tails?

5. Summarize the first paragraph.

Name: _____

Pre-Assessment B2

Directions: Read the passage below. Answer each question in complete sentences. Underline text evidence that supports each answer.

EveryThing Photographic

Your Camera Shop – March 2014

Today's cameras are all derived from the *camera obscura* developed in the 1500s. The *camera obscura* was a dark room with a tiny hole in one wall. Light entered the room through the hole and projected the image upside-down onto the opposite wall. Over time, the room became a box with a lens rather than a tiny hole. Film was not invented at that time, so artists would place paper where the image was projected and trace it. It was not until the 1800s that photographers began to use plates that later became film.

Photography Classes

Monday 6-9pm – Lights & Filters

Thursday 6-9 pm – Going Digital

Saturday 9-11 am – Kids & Cameras

Sunday 1-4 pm – Shooting Nature



Smart Phone Cameras – Get Beyond the Selfie

With each new smart phone, cameras improve. Let us help you to improve your phone photography. See tips on our website: <http://everyTphoto.com/nomoreselfie>.

1. How are text features and illustrations used on this page?

2. How is the text about the Photography Classes organized?

3. What does improve mean in the Smart Phone Cameras text?

4. What is EveryThing Photographic? How do you know?

5. Summarize the text about the *camera obscura*.

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:

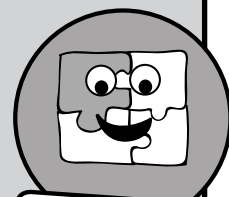
These ready-to-teach lessons are organized by topic to develop prerequisite skills and concepts while scaffolding to grade-level appropriate activities. These lessons are written to DOK levels 1 and 2.



**Step-by-Step
Lessons**

Performance Tasks:

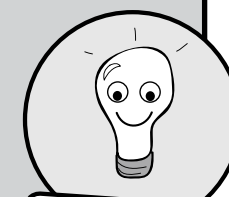
Within each topic, students have the opportunity to participate in a Performance Task to apply what they have learned in a unique setting and cement their learning. These lessons are written to DOK levels 1 and 2.



**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