

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
5
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 5

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 5

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 theme of the story is that the Adventure Club has a new adventure.
2. The students should underline *squirming like a worm*.
3. The characters are Jacob, James, and the Adventure Club members. (The students may include Sean and Jacob's mom as a character as well.)
4. All the guys left Jacob to get permission for the adventure.
5. The guys are planning a white water rafting and camping trip.
6. Summary: James starts the meeting, and Jacob interrupts him. James lets Jacob share his news—a white water rafting and camping trip with Jacob's brother Sean. The boys are all excited.

Strand: Writing

Focus: Forming a Paragraph

Pre-Assessment: #A2

Answers:

1. B
2. G
3. Answers may vary; possible answer: Cut the sandwich in half and place it on a napkin or a plate.
4. H
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.
6. 4 Lucy had a busy weekend!

Procedure and Answer Key

Standards Plus® – Common Core Intervention Language Arts – Grade 5

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: Revising Writing

Pre-Assessment: #A3

Answers:

1. Skiers could wear sunglasses, but they might fall off.
2. A
3. Answer may vary; possible answer: The paragraph is about pandas, not bamboo.
4. F

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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.

Adventure Club

It was Thursday afternoon, and Jacob was squirming like a worm in his seat the last few minutes of class. He just couldn't wait for the school bell to ring. "Finally!" he thought as he jumped out of his seat, grabbed his backpack, and raced to the meet his friends. Every Thursday, Jacob and his friends held their Adventure Club planning meetings, and Jacob had big plans.

"The Adventure Club meeting will now come to order," said James, this month's club president. Jacob couldn't wait for James to get to the 'new business' portion of the meeting. "Guys, I have the greatest idea ever for our next adventure." Jacob stated enthusiastically. James gave Jacob a partial frown but knew that Jacob would simply explode if he couldn't share his idea immediately. "All right Jacob, what's your plan?" asked James. "Last night, my mom told me that my older brother, Sean, wants to take the club white water rafting and camping! All we need is permission from our parents and a backpack full of wilderness supplies, and we're set to go for this weekend," said Jacob. The guys gasped with excitement.

After Jacob's announcement, there was no point in James running the rest of the meeting. All the boys left Jacob standing there as they ran home to ask their parents for permission. Jacob smiled to himself, for he knew this was the ultimate club adventure of the year. He was sure to be next month's pick for president.

1. What is the theme of this story?

2. Underline the simile in the first paragraph.

3. Who are the characters in this story?

4. What is one event that involved Jacob in the story?

5. What event are the boys planning in the story?

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

Name: _____

Pre-Assessment A2

Directions: Read the following paragraph. Then, answer questions 1-3.

_____. First, take two slices of bread out of the bag. Place the two slices of bread on the kitchen counter. Then, use a knife to spread peanut butter on one slice of bread. Next, spread jelly on the other slice of bread. Squish the two slices of bread together to create a sandwich.

1. Which of the following would make the best topic sentence for the paragraph above?
 - A. Making all kinds of sandwiches can be fun.
 - B. Here is how to make a peanut butter and jelly sandwich.
 - C. I like to bring sandwiches in my lunch box.
 - D. Be careful not to make a mess when you cook.
2. Which of the following would be the best concluding sentence for the paragraph above?
 - F. I like to drink milk with all kinds of sandwiches.
 - G. Finally, enjoy your peanut butter and jelly sandwich.
 - H. Brush your teeth when you are finished.
 - J. Take the dog out for a walk.
3. Write a sentence that could be included as an additional supporting detail sentence.

Directions: Read the sentence. Select the word or phrase that is used as a transition in the sentence.

4. Landing in Los Angeles, the horrible trip was finally over.
 - F. Landing
 - G. horrible
 - H. finally
 - J. over
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 A3

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

Goggles are used for many different reasons. Swimmers wear them to protect their eyes from chlorine. Mechanics wear goggles to avoid getting dirt in their eyes. Skiers wear goggles that are colored to help protect their eyes from the glare of the snow. Skiers could wear sunglasses, but they might fall off. Children will sometimes wear goggles just for fun.

1. Which sentence is unnecessary in the paragraph above?

2. Which would be the best way to clarify the word chlorine in the paragraph above?

- A. ...to protect their eyes from chlorine, a chemical used in pools.
- B. ... to protect their eyes from chlorine, a chemical that is used in pools, in bleach, and as a disinfectant.
- C. ...to protect their eyes from the chemical, chlorine.
- D. ...to protect their eyes from chlorine, but you don't need to know what that is.

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. Why is the underlined sentence unnecessary in 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:

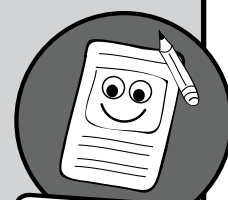
- Ready-to-teach lessons and performance tasks with very little teacher preparation.
- Instruction is scaffolded and provides exposure to the standards at DOK levels 1-3.
- Grade level content vocabulary is taught within the context of the lessons.
- Prepares students for grade level success.
- Ideal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

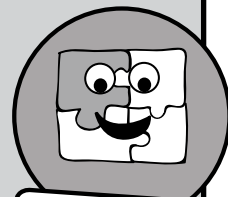
These ready-to-teach lessons are organized by topic to develop prerequisite skills and concepts while scaffolding to grade-level appropriate activities. These lessons are written to DOK levels 1 and 2.



**Step-by-Step
Lessons**

Performance Tasks:

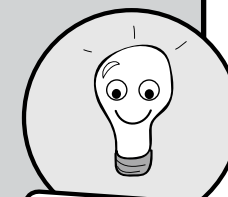
Within each topic, students have the opportunity to participate in a Performance Task to apply what they have learned in a unique setting and cement their learning. These lessons are written to DOK levels 1 and 2.



**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