

# 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**

**6**

**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 6**

## ***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 6

**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 Derek doesn't want to repeat a mistake.
2. He is concerned about the essay because he doesn't want to repeat his mistake. Concerned means worried.
3. Derek was mentally writing the essay all summer as he thought about everything that he did.

Summary: Derek is worried that he won't be able to think of anything to say when writing an essay about his summer. He thinks about it all summer as he enjoys many different activities. On the day that he writes the essay, he writes exactly what he has done as he has worried all summer.

**Strand:** Writing

**Focus:** Forming a Paragraph

**Pre-Assessment:** #A2

#### Answers:

4. B
5. F
6. Answers may vary; possible answer: Sand crabs are revealed every time a new wave hits the shore.
7. Another; additionally
8. C

## Procedure and Answer Key

### Standards Plus® – Common Core Intervention Language Arts – Grade 6

**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. Goggles are useful to many people.
3. Answers will vary; possible answer:  
My sister loves to shop in thrift stores. In her years shopping at thrift stores, she has found amazing clothes at bargain prices. One time, she found a famous label suit and only paid five dollars for it. Another time, she found a leather jacket that only cost ten dollars. My sister has become an expert at finding fabulous clothes that cost nearly nothing.

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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.

It was nearly the first day of school, and Derek was worried. He had spent all summer trying to think of what he would write in his “What I Did Last Summer” essay on the first day of school. Last year, he spent the whole time that he was supposed to be writing just thinking of what to do, so he ended up turning in an empty sheet of paper. He wouldn’t do that again.

When Derek was at the beach, he thought about the essay. When he was river rafting, he thought about the essay. At the movies, at the museum, at his grandparent’s farm, even on his sailing trip, Derek thought about the essay. He couldn’t decide what his topic would be.

The first day of school came too fast. He was really concerned. What could he write about? His teacher asked the class to write about their summer vacation, and Derek stared at the clean, white piece of paper. Then he began to write, “I have spent all summer thinking about what I would write in this essay. While I was at the beach with my friends, I thought about this essay...”

1. What is the theme of this story?

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2. Why was Derek concerned about the essay? What does concerned mean?

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3. How did thinking about it all summer help Derek to write the essay?

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4. Write a summary of the story.

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

### Pre-Assessment A2

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

\_\_\_\_\_ Starfish and sea cucumbers bury themselves in the sand leaving marks and designs. Another creature, the parchment worm, digs a U-shaped burrow in the sand. Additionally, the garden eel burrows into the sand in the shallow waters. It emerges when it needs to eat. There are tiny creatures crawling around, and you may not even see them.

1. Which of the following would make the best topic sentence for the paragraph above?
  - A. Sharks swim in the ocean.
  - B. There are small animals that live in the sand along the shore.
  - C. Wear sandals because the sun is hot.
  - D. A lot of people go to the beach in the summer.
2. Which of the following would be the best concluding sentence for the paragraph above?
  - F. Next time you go to the beach, you may want to take a closer look.
  - G. Sharks have a lot of teeth.
  - H. A bucket is great for collecting shells.
  - J. Sunburns are painful, so wear sunscreen.

3. Write a sentence that could be included as an additional supporting detail sentence.

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4. What are the transitions in this paragraph, and how do they help make the paragraph understandable?

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

5. Landing in Los Angeles, the horrible trip was finally over.
  - A. Landing
  - B. horrible
  - C. finally
  - D. over

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. Goggles are useful to many people. 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?

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2. Which sentence should be moved to the end of the paragraph as a conclusion?

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3. Read the following paragraph. Rewrite the paragraph to eliminate unnecessary sentences, to improve the flow of the ideas, to improve word choice, and to include transitions.

My sister loves to shop in thrift stores. She has found clothes at good prices. She found a famous label suit and only paid five dollars for it. She found a leather jacket. It only cost ten dollars. I prefer shopping at department stores. She loves finding clothes that cost nearly nothing.

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## 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:**

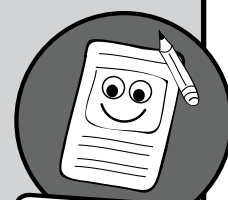
- Ready-to-teach lessons and performance tasks with very little teacher preparation.
- Instruction is scaffolded and provides exposure to the standards at DOK levels 1-3.
- Grade level content vocabulary is taught within the context of the lessons.
- Prepares students for grade level success.
- Ideal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

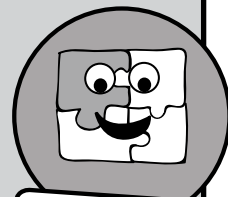
These ready-to-teach lessons are organized by topic to develop prerequisite skills and concepts while scaffolding to grade-level appropriate activities. These lessons are written to DOK levels 1 and 2.



**Step-by-Step  
Lessons**

#### **Performance Tasks:**

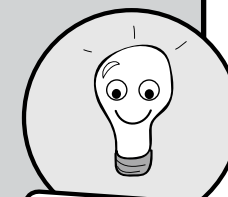
Within each topic, students have the opportunity to participate in a Performance Task to apply what they have learned in a unique setting and cement their learning. These lessons are written to DOK levels 1 and 2.



**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**