

# 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**

**6**

**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 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 Informational Text

**Focus:** Understanding Texts

**Pre-Assessment:** #B1

**Answers:**

Answers may vary; possible answers:

1. The central idea is to inform the reader about the two types of beavers.
2. *Broad* means *wide* in the passage.
3. If the beavers couldn't slap their tails, they wouldn't be able to warn each other about danger.
4. Summary: There are two types of beavers that live in and around water. One type lives in North America, and the other lives in Eurasia. The two types of beavers are rodents that are similar in size. They use their tails and teeth in many different ways. They build dams to live in.

**Strand:** Reading Informational Text

**Focus:** Analyzing Documents

**Pre-Assessment:** #B2

**Answers:**

Answers may vary; possible answers:

1. The route and schedule is available from May 15 through September 15.
2. In Washington D.C. the train riders will have lunch, visit the Washington Mall, have dinner, and see a show.
3. The central idea of this text is to provide information about a train trip.
4. Someone who is interested in taking this trip or someone who has already booked this trip would want the information to know what to expect.
5. There is no excursion in Miami because that is where the trip ends.

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

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

### Pre-Assessment B1

**Directions:** Read the passage below. Answer the questions with complete sentences.

Beavers are mammals that live in and around water. There are two different types, or species, of beavers. One species lives in North America, and the other lives in Eurasia in the region where Europe and Asia border each other. The two species are very much alike. Beavers are large rodents; the adult beaver weighs about 35 pounds, but some beavers have been found to be as heavy as 90 pounds.

Beavers 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 beaver's tail serves as a rudder, which helps it with directions when it swims.

Beavers use their two front teeth to cut down trees. They use the trees to build dams. Beaver dams widen the area and increase the depth of water around their homes, or lodges. Some of these dams are huge. There was a beaver dam found in the Rocky Mountain National Park in Colorado that was over 1,000 feet long!

1. What is the central idea of this passage?

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2. What does "broad" mean in the passage?

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3. According to the passage, what would happen if beavers couldn't slap their tails against the water?

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4. Write an objective summary of the passage.

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

### Pre-Assessment B2

**Directions:** Read the passage below, and answer the questions that follow.

#### **New York City – Miami, Florida Excursion Train**

##### **Route & Schedule**

**Daily:** May 15 – September 15

**Penn Station, NYC** – departs 8:15 am

**Washington, D.C.** – arrives 11:30 am, departs 11:30 pm (lunch/Washington Mall excursion/dinner/show)

**Raleigh, N.C.** – arrives 6:30 am, departs 1:30 pm (breakfast/shopping/lunch)

**Charlotte, N.C.** – arrives 4:45 pm, departs 10:30 pm (city tour/dinner/local theater production)

**Atlanta, GA** – arrives 7:00 am, departs 11:00 pm (breakfast/Underground tour/lunch/shopping/dinner)

**Orlando, FL** – arrives 6:30 am, departs 12:00 am (amusement park excursion)

**Miami, FL** – arrives 6:30 am

1. When is this route and schedule available?

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2. What will the passengers do in Washington, D.C.?

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3. What is the central idea of this text?

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4. Who would use this schedule and why?

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5. Why aren't there any excursions scheduled in Miami?

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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:**

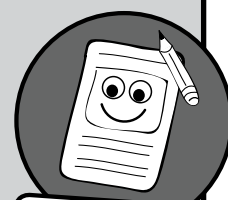
- Ready-to-teach lessons and performance tasks with very little teacher preparation.
- Instruction is scaffolded and provides exposure to the standards at DOK levels 1-3.
- Grade level content vocabulary is taught within the context of the lessons.
- Prepares students for grade level success.
- Ideal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

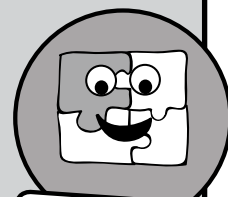
These ready-to-teach lessons are organized by topic to develop prerequisite skills and concepts while scaffolding to grade-level appropriate activities. These lessons are written to DOK levels 1 and 2.



**Step-by-Step  
Lessons**

#### **Performance Tasks:**

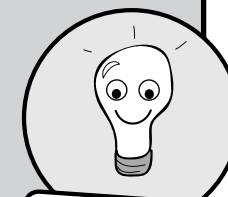
Within each topic, students have the opportunity to participate in a Performance Task to apply what they have learned in a unique setting and cement their learning. These lessons are written to DOK levels 1 and 2.



**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**