

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
8
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 8

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 8

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 family is on the road because their farm has been destroyed. They are headed to Petersburg.
2. Since soldiers destroyed their farm, she must be leery of soldiers in general.
3. They don't know where he is, but the last they knew he went to Petersburg for supplies.
4. Summary: A woman and her children are walking down a road when a soldier approaches them. He asks where they are going and where they are from. The mother tells him they are from Richmond and headed to Petersburg. The children begin to complain and the mother hushes them. Between the mother and the children, it is clear that they have lost their home, and the children's father is missing.

Strand: Writing

Focus: Forming a Paragraph

Pre-Assessment: #A2

Answers:

1. There is good reason that the narrator is afraid of lizards.
2. Iguanas are indigenous to Mexico, Central America, the Caribbean, and parts of Polynesia.
3. Answers will vary; possible answer: We were going to the park to play basketball, and my brother decided to take his iguana out of his cage and put him on a leash to go with us. The iguana freaked out, ran up my leg, and got stuck. I screamed.
4. Answers will vary; possible answer: I have been afraid of lizards ever since that day.

Procedure and Answer Key

Standards Plus® – Common Core Intervention Language Arts – Grade 8

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. Veins carry blood throughout your body.
2. Next time I will listen and not get distracted.
3. Answers will vary; possible answer: Last week, I forgot to put the lawn mower away, and it began to rain.
4. Answers will vary; possible answer: Well, that vein was pulsing like a dance club on Saturday night.
5. Last week, next time.

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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.

The Road to Petersburg

A ragged motley band of travelers shuffled slowly down the road as the soldier approached. He cautiously eyed the woman who seemed to be leading the group. She had a young girl of about two clinging to her long, dusty calico dress. These two were followed by several more children of various heights and ages.

"Where y'all headed?" inquired the soldier.

"Don't rightly know, Mister," replied the woman. "We just know we gotta go somewheres."

"Where y'all coming from?"

"We come from Richmond. We had a little farm a few miles outside of town, but it's gone now. The soldiers came and burned the place: the house, the crops... everything. Don't rightly know what become of the livestock. Poor ol' Betsy. She was my favorite milk cow." Just then, a girl of about four walking behind her mother began to whimper. This caused the two-year-old to begin crying as well.

"Where's Daddy? When's Daddy gonna come home and take care of us?" inquired the four-year-old. "I really miss our daddy."

"I'm hungry!" chimed in another.

"You know as well as I do," said the woman looking suspiciously at the soldier. "We ain't heard from your daddy since he went to Petersburg for supplies. We just gonna have to watch out for ourselves now; he ain't coming home." Another young child toward the back joined in and the low sobbing sound sort of acted as an accompaniment for the sniffing and whimpering in the front of the line. "Y'all shush now."

Excerpted from Wearing of the Gray by John Esten Cooke, Public Domain

1. Why is the family on the road?

2. Why does the mother look suspiciously at the soldier?

3. Where is the children's father?

4. Write an objective summary of the story.

Name: _____

Pre-Assessment A2

Directions: Read the following paragraph. Then, answer the questions.

An incident occurred a few years ago that made me afraid of lizards. It all started when my brother asked me to go to the park with him to play basketball. Everything would have been fine, but he got the crazy idea of taking his pet iguana to the park on a leash. Iguanas are indigenous to Mexico, Central America, the Caribbean, and parts of Polynesia. The poor iguana had never been out of its cage before, so it became terrified. It began to run at full speed, pulled the leash out of my brother's hand, and then ran up my pants leg. I screamed, which only made the iguana hold onto my leg even tighter, making it nearly impossible to remove. My brother finally got the iguana out and took it home to its cage.

1. What is the topic of the paragraph?

2. Which sentence is unnecessary in the paragraph above?

3. What are the supporting details in the paragraph?

4. Write a concluding sentence for the paragraph.

Name: _____

Pre-Assessment A3

Directions: Read the following paragraph. Then choose the best answer for each of the following questions.

¹You know how once you notice something it's hard not to focus on it? ²Whenever my dad is really angry, the vein on his forehead pops out. ³I can always tell when I'm in serious trouble by checking for the vein. ⁴Veins carry blood throughout your body. ⁵Last week, I forgot to put the lawn mower away. ⁶It began to rain. ⁷Well, that vein was pulsing. ⁸I was so focused on it that I wasn't really listening to my dad. ⁹What a big mistake! ¹⁰All I can say is that the whole exchange ended with, "Maybe you'll practice listening while you're on restriction for the rest of eighth grade." ¹¹Next time I will listen and not get distracted.

1. Which sentence does not belong in this paragraph?

2. What is the concluding sentence for this paragraph?

3. What is the best way to combine the fifth and sixth sentences?

4. Rewrite the seventh sentence to include more detail.

5. What transition words are used in the passage?

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:

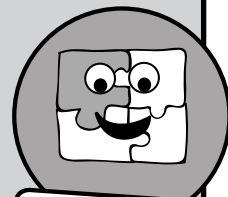
These ready-to-teach lessons are organized by topic to develop prerequisite skills and concepts while scaffolding to grade-level appropriate activities. These lessons are written to DOK levels 1 and 2.



**Step-by-Step
Lessons**

Performance Tasks:

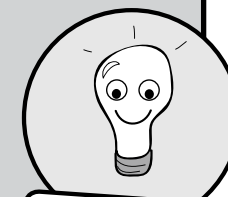
Within each topic, students have the opportunity to participate in a Performance Task to apply what they have learned in a unique setting and cement their learning. These lessons are written to DOK levels 1 and 2.



**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