



**Aligning the IEP to Common Core State Standards:  
Case Study: Monica- Write the IEP goal**

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**Background:** Monica is a 12 year old , 6<sup>th</sup> grade English Language Learner. She is the oldest child of 3. Her mother is Bolivian and her father is Guatemalan, both finished high school in their respective countries. Monica was born in Guatemala and came here when she was 4 years old. Spanish is the primary language spoken at home. She has been receiving pull out ESL services since kindergarten. Monica struggles with grade-level texts compared to native English speakers, and English dominant bilingual students.

**Academic Difficulty:** Monica struggles with grade level texts, especially informational texts, such as the following:

Glaciers and Icebergs: “The thicker the glacier the faster it moves. That’s because the greater weight of the glacier causes the crystals of ice to creep more rapidly. Also, a steep glacier will flow much more quickly than one on level land.”

**8 Steps to Developing IEP Goals Aligned with the CCSS**

1. Identify WHY the student is having difficulty—what are the underpinnings?
2. Determine what would benefit the student most
3. Choose the standard
4. “Unpack” the standard and break it into its component parts.
5. Analyze the subskills.
- 6. Develop the goals.**
- 7. Create short-term objectives for planning and benchmarks.**
8. Monitor the goal.

**Step 1: Identify Why the student is having difficulty.**

*Why does Monica struggle with grade-level texts?*

How do you know whether the reason Monica is struggling with the text is an ELL issue or a true language disability? You must know the student’s language acquisition history. Monica has a moderate language disability but comprehension problems are also somewhat related to second language acquisition issues.

The problem here is the morpho-syntactic structure: **“The thicker the glacier, the slower it moves.”** Monica may know what a glacier is from the movie “Happy Feet” or from knowing that “Glacier” is a cognate in Spanish and English.

**Step 2: What would benefit the student most?**

*What can the SLP do to support classroom instruction overall?*

- Support science teacher's instruction-
  - The science teacher elicits knowledge students have about glaciers and ensures they know that glaciers can be thick/thin and that they move gradually.
  - Help the science teacher analyze text for other ways the language will be particularly difficult for students with speech and language disabilities.
- Collaborate with the ESL teacher to emphasize those syntactic structures that are causing difficulty.
- The SLP works to identify what specifically is causing the comprehension difficulty for the student and then work with that student or students in a small group, providing services to support academic success.

**Step 3: Choose the standard.**

*What grade level standard includes goals that would most benefit Monica?*

**Grade 6 Reading Standards for Literacy in Science and Technical Subjects: Craft and Structure**

<http://www.corestandards.org/ELA-Literacy/RST/6-8>

CCSS.ELA-Literacy.RST.6-8.4 Determine the meaning of symbols, key terms, and other *domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.*

CCSS.ELA-Literacy.RST.6-8.5 Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.

Reading Standards for Literacy in Science and Technical Subjects 6-12: Integration of Knowledge and Ideas: Grade 6

CCSS.ELA-Literacy.RST.6-8.8 Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.

**Grade 6 Reading Standards for Informational Text: Craft and Structure**

<http://www.corestandards.org/ELA-Literacy/RI/6>

CCSS.ELA-Literacy.RI.6.5 Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.

**Choose a standard:** CCSS.ELA-Literacy.RST.6-8.4 Determine the meaning of symbols, key terms, and other *domain-specific words and phrases as they are used in a specific scientific or technical*

context relevant to grades 6–8 texts and topics.

**4. “Unpack” the standard**

*Break the standard into its component parts. This standard requires several skills:*

- Determine the meaning of domain-specific words and phrases-
- As they are used in a specific scientific or technical context relevant to grades 6-8 texts and topics.

**Step 5: Analyze the subskills.**

*What skills are needed to perform the common core standard?*

- Use context or other strategies to determine the meaning of novel words and phrases
- Analyze how they fit into the context of the passage in order to understand grade level topics.

**Step 6: Develop the Goals.**

*Incorporate CCSS skills into annual IEP goal elements required by NYSED:*

<ul style="list-style-type: none"> <li>● Given conditions and modifications</li> <li>● <i>Student’s name</i> will</li> <li>● Do what? i.e. identify in functional terms an observable skill or behavior</li> <li>● To what extent? E.g. percentage of accuracy</li> <li>● Over what period of time or by when</li> <li>● As evaluated by i.e. method and schedule.</li> </ul>	<p><b>Write an IEP goal with the CCSS for Monica or an at-risk RTI approach.</b></p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
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**Step 7: Create Short-Term Objectives for planning and Benchmarks.**

*How and when will Monica’s progress be measured during the year?*

Write Short-Term Objectives

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**Step 8: Monitor the Goal.**

*How will Monica’s progress be monitored?*

Progress will be monitored through charting accuracy by the speech teacher.