



Integrating Common Core State Standards for the SLP

Case Study: Oscar

This introductory case study will allow you to familiarize yourself with the 8 step process for aligning IEP goals with the Common Core state Standards.

Background: Fourth-grader, Oscar, was born in New York. His parents are both from Mexico and came to New York 15 years ago. From birth his parents spoke and continue to speak primarily Spanish with Oscar, but Oscar speaks only English with his 2 older siblings. He has been in English-only classes since kindergarten. Oscar has adequate foundational skills for reading and has good reading fluency. Oscar, however, cannot understand grade-level texts. For purposes of this case study, assume that Oscar has a moderate language disability, but his comprehension problems are also somewhat related to second language acquisition issues.

8 Steps to Developing IEP Goals Aligned with the CCSS

1. Identify WHY the student is having difficulty—what are the underpinnings?
2. Distill 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 can't Oscar understand grade-level texts?

Oscar cannot understand classroom texts because he has a language disability affecting speaking and listening, and reading comprehension skills. With grade level texts and classroom discourse, Oscar, our fourth grader, cannot identify main ideas or make connections between ideas.

Step 2: Distill what would benefit the student most.

What would most benefit Oscar?

Oscar would benefit most from concentrating on speaking, listening, reading, and writing strategies, focusing on identifying main ideas and making connections between ideas.



Step 3: Choose the Standard.

What grade level standard includes goals that would most benefit Oscar?

English Language Arts Common Core Standards: <http://www.corestandards.org/ELA-Literacy>

Grade Level: 3-4-8. Explain how an author uses reasons and evidence to support particular points in a text.

Step 4: “Unpack” the standard

Break the standard into its component parts.

3-4-8. Explain how an author uses reasons and evidence to support particular points in a text.

- a. Identify main ideas in the text.
- b. Explain how an author uses reason and evidence to support particular points.

Step 5: Analyze the subskills.

Focus on “List the reasons and evidence in the text that support the author’s proposition” and “main idea”.

This standard requires several skills:

- Summarize the text.
- Determine the main idea of literature and informational text.
- Explain how the main idea is supported by details.
- Identify reasons and evidence to support the author’s point.

Step 6: Develop the Goals.

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

- Given conditions and modifications
- *Student’s name* will
- Do what? (i.e. identify in functional terms an observable skill or behavior)
- To what extent? (e.g. percentage of accuracy)
- Over what period of time or by when
- As evaluated by___ (i.e. method and schedule.)

For Example:

Given 5th grade material, Mike will read orally at 80-100 words per minute with 95% accuracy for 3 consecutive trials on a one minute oral reading probe with charting of words per minute and error count weekly. (NYSED, 2010)

How will we write this for Oscar?

[By the end of the school year], given grade-level text passages, Oscar will identify one of the author’s main points and find a minimum of four supports (reasons and evidence) for the



particular point, using appropriate graphic organizers, with 90% accuracy in six different grade-level text passages during monthly progress monitoring.

Step 7: Create Short-Term Objectives for Planning and Benchmarks.

How and when will Oscar's progress be measured during the year?

By middle of the school year, given grade-level text passages, *Oscar* will identify the author's point from the text, citing a minimum of two supports (evidence and reasons), correctly in four out of five attempts, as measured by classroom discussion, daily reading journal entries, and written work samples. (Same for main idea)

Step 8: Monitor the Goal.

How will Oscar's progress be monitored?

At regular reporting periods, the clinician will monitor and report progress on goals and short-term objectives and benchmarks.