



## Aligning the IEP to Common Core State Standards Case Study: Caitlin

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**Background:** Caitlin is in first grade. Caitlin and her mother speak Polish and English at home, but only English with her stepfather and older stepsisters. She spends summers in Poland and lives with her grandmother and Polish cousins there.

**Academic Difficulty:** She has been identified as at risk for grade-level reading. As a result she has been working with the Reading Recovery teacher one hour a week, five days a week for the past 5 weeks.

### **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 trouble**

*What skills are preventing Caitlin her from performing at grade level?*

#### **Step 2. Determine what would benefit the student most**

*What would benefit Caitlin the most?*

- How can the SLP support classroom instruction?
  
  
  
  
  
  
  
- Does she need an IEP? Why?

**Step 3. Choose a standard!**

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

Grade 1 Foundational Skills: Phonological Awareness

<http://www.corestandards.org/ELA-Literacy/RF/1>

**CCSS.ELA-Literacy.RF.1.2** Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

**CCSS.ELA-Literacy.RF.1.2a** Distinguish long from short vowel sounds in spoken single-syllable words.

**CCSS.ELA-Literacy.RF.1.2b** Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.

**CCSS.ELA-Literacy.RF.1.2c** Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.

**CCSS.ELA-Literacy.RF.1.2d** Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

Grade 1: Foundational Skills: Phonics and Word Recognition

<http://www.corestandards.org/ELA-Literacy/RF/1>

**CCSS.ELA-Literacy.RF.1.3** Know and apply grade-level phonics and word analysis skills in decoding words.

**CCSS.ELA-Literacy.RF.1.3a** Know the spelling-sound correspondences for common consonant digraphs.

**CCSS.ELA-Literacy.RF.1.3b** Decode regularly spelled one-syllable words.

**CCSS.ELA-Literacy.RF.1.3c** Know final -e and common vowel team conventions for representing long vowel sounds.

**CCSS.ELA-Literacy.RF.1.3d** Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.

**CCSS.ELA-Literacy.RF.1.3e** Decode two-syllable words following basic patterns by breaking the words into syllables.

**CCSS.ELA-Literacy.RF.1.3f** Read words with inflectional endings.

**CCSS.ELA-Literacy.RF.1.3g** Recognize and read grade-appropriate irregularly spelled words.

Choose the CCSS:

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**Step 4. “Unpack” the standard and break it into its component parts.**

*How many parts does the standard have? List them:*

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**Step 5. Analyze the subskills.**

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

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**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 Caitlin or an at-risk RTI approach.</b></p> <hr/> <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 Caitlin’s progress be measured during the year?*

Write Short-Term Objectives

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**Step 8: Monitor the Goal.**

*How will Caitlin’s progress be monitored?*