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Aligning IEPs to the Common Core State Standards for Students with Moderate and
Severe Disabilities

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The following are some selected standards in each strand of English Language Arts and Ideas for Lisa.

Reading: Literature	
Key Ideas and Details	IDEAS for Lisa
Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	Lisa will answer comprehension questions by using objects/pictures the teacher embeds with the text. (See IEP Objective #3.)
Craft and Structure	
Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	Lisa will match phrases to definitions for literal and nonliteral text. (See IEP Objective #4.)
Integration of Knowledge and Ideas	
Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting.)	When told the feeling words "happy," "sad," or "mad," Lisa will choose the picture from the story that matches this word. (See IEP Objective #4.)
Range of Reading and Level of Text Complexity	
By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text-complexity band independently and proficiently.	Lisa will engage in a read aloud of 3rd grade text by locating the correct page, completing repeated story lines, finding key words, and answering comprehension questions. (See IEP Objective #2.)

Reading: Informational Text	
Key Ideas and Details	IDEAS for Lisa
Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	Lisa will generalize her skills in using objects/pictures embedded in text to informational text. (See IEP Objective #3.)
Craft and Structure	
Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.	Lisa will identify meaning of vocabulary words by selecting one to complete a familiar statement. (See IEP Objective #5.)
Integration of Knowledge and Ideas	
Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur.)	Lisa will select the picture that shows "who" and "what" of main events in an article. (See IEP Objective #3.)
Range of Reading and Level of Text Complexity	
By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.	Lisa will generalize her skills in read alouds to science and social studies read alouds. (See IEP Objective #3.)

Reading: Foundational Skills	
Print Concepts	IDEAS for Lisa
No standards in this area for 3 rd grade.	
Phonological Awareness	
No standards in this area for 3 rd grade.	
Phonics and Word Recognition	
Know and apply grade-level phonics and word analysis skills in decoding words.	Lisa will develop decoding skills through an early phonics program. (See IEP Objective #7.)
Fluency	
Read with sufficient accuracy and fluency to support comprehension.	Lisa will develop independence in read alouds using computer-activated recorded book. (See IEP Objectives #2 and #6.)

Writing	
Text Types and Purposes	IDEAS for Lisa
Write opinion pieces on topics or texts, supporting a point of view with reasons.	Lisa will relate one sentence to express a personal opinion and select a reason (e.g., I like ___ because ___). (See IEP Objective #5.)
Production and Distribution of Writing	
With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	Lisa will produce and publish one sentence of writing by completing the task analysis to print a sentence she created. (See IEP Objective #6.)
Research to Build and Present Knowledge	
Conduct short research projects that build knowledge about a topic.	Lisa will select a research topic using a picture request and select at least 5 pictures from the internet that provide information about the topic. (See IEP Objective #1.)
Range of Writing	
Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	Lisa will generalize her sentence generation and printing skills across her academic lessons. (See IEP Objectives #5 and 6.)

Speaking and Listening	
Comprehension and Collaboration	IDEAS for Lisa
Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing one's own clearly.	Lisa will use picture communication in group context and acknowledge others' communication (See IEP Objective #5.)
Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.	Lisa will give a class report by using sentences generated with picture selections. (See IEP Objective #5.)

Language	
Conventions of Standard English	IDEAS for Lisa
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	Lisa will generate sentences that follow the conventions of standard English. (See IEP Objective #5.)
Knowledge of Language	
Use knowledge of language and its conventions when writing, speaking, reading, or listening.	Lisa will generalize her sentence generation to communicating with others. (See IEP Objective #5.)
Vocabulary Acquisition and Use	
Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.	Lisa will use illustrations and context cues when she encounters an unknown word in a read aloud. (See IEP Objective #7.)

Priority Skills for Lisa

For Lisa's literacy skills to grow and to target the 3rd grade standards, she especially needs to learn to:

1. Answer "who" and "what" comprehension questions during read alouds of both narrative and informational texts.
2. Identify pictures that relate to key themes, convey emotion, or illustrate new vocabulary.
3. Expand her vocabulary to include words from 3rd grade literature.
4. Develop independence in using technology for read alouds as well as responding to peer/adult readers.
5. Fill in written sentences by choosing pictures/objects to dictate her response and then independently print these.
6. Develop a picture communication system and generalize this to group discussions and class presentations.
7. Develop beginning reading skills through instruction in decoding.

Promoting self-determination

1. Lisa will choose books to be read aloud during individual reading times.
2. Lisa will independently engage with books using technology for read alouds.
3. Lisa will initiate use of picture communication for requests.

Using assistive technology

1. Lisa will use a voice output device with picture symbols to communicate requests.
- 2a. Given two pictures presented on a voice output device or computer touch screen Lisa will answer "what" and "who" comprehension questions.
- 2b. Given two pictures presented on a voice output device or computer touch screen Lisa will select one to fill in a sentence.
3. Lisa will use a touch screen computer to print a sentence she composed or activate a recorded book.

Embedding skills in real life activities

- Lisa can use pictures for requesting during lunch and break times as well as during class times.
- During times when the class chooses literature for independent reading, Lisa can have options that relate to her special interests which are horses and swimming as well as other stories from the 3rd grade reading list. The teacher may begin with some literature on these topics to teach her how to answer comprehension questions.
- Lisa can be taught to generalize her "who" and "what" answers and sentence writing to compose daily reports to share with her family about her day.
- Lisa can also generalize her emerging literacy skills to social stories the teacher will use to help her learn skills needed for the school environment like how to eat in the cafeteria.

Putting it All Together:

Lisa's IEP Objectives in English Language Arts

1. Lisa will select a research topic using a picture request and copy/paste at least 5 pictures from the internet to create a report about the topic. (Writing Standard 3.7)
2. Lisa will participate in read-alouds (1:1 or whole class) by finding each page, pointing to illustrations, completing a sentence and answering a recall question for 4 out of 5 narrative or informational passages. (Reading: Literature, Standard 3.10; Reading: Foundational Skills, Standard 3.4)
3. When given pictures/objects embedded with passages that are adapted from 3rd grade narrative and informational texts, Lisa will use these pictures/objects to answer “who” and “what” questions about the main ideas for 8 out of 10 questions per passage. (Reading: Literature, Standard 3.1; Reading: Informational Text, Standards 3.1, 3.7, 3.10)
4. Lisa will identify at least 40 new picture vocabulary words or phrases (10 per quarter) that are presented in the context of adapted 3rd grade text and include feeling words, story component words (e.g., “author”), nonliteral phrases, and other key terms. (Reading: Literature, Standard 3.4 and 3.7; Reading: Informational Text, Standard 3.4)
5. Lisa will apply her new picture vocabulary to fill in sentence templates (I like ___; ___(who)__(did what); This story was about ___) for 7 out of 8 trials. She will generalize these sentences to at least three formats including written reports, peer group discussions, and a class presentation. (Reading: Informational Text, Standard 3.4; Writing, Standards 3.1 and 3.10; Speaking and Listening, Standards 3.1 and 3.4; Language, Standards 3.1 and 3.3)
6. Lisa will create written essays/reports by selecting pictures/phrases, using cut/paste icons to put them in a document, and printing them for at least 4 reports. (Reading: Foundational Skills, Standard 3.4; Writing, Standard 3.4 and 3.10)
7. Lisa will analyze new words by recognizing initial consonant sounds, text illustrations, and other context cues. (Reading: Foundational Skills, Standard 3.3; Language, Standard 3.4)

The following are some selected standards in each strand of Mathematics and ideas for Jerome.

Selected 6th Grade Common Core State Standards Mathematics	
Ratios and Proportional Relationships 6.RP	
Understand ratio concepts and use ratio reasoning to solve problems.	Ideas for Jerome
1. Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities. <i>For example, “The ratio of wings to beaks in the bird house at the zoo was 2:1, because for every 2 wings there was 1 beak.” “For every vote candidate A received, candidate C received nearly three votes.”</i>	Apply the concept of ratio to planning a trip. For example, for every one car that we have, we can transport 4 students. If we have 8 students in the class how many cars would it take to transport all the students? What if there were 12 students? 16 students? Let Jerome use a graphic organizer to plan his answer. (See IEP Objective #1.)
The Number System 6.NS	
Apply and extend previous understandings of multiplication and division to divide fractions by fractions.	
Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions, e.g., by using visual fraction models and equations to represent the problem. <i>For example, create a story context for $(2/3) \div (3/4)$ and use a visual fraction model to show the quotient; use the relationship between multiplication and division to explain that $(2/3) \div (3/4) = 8/9$ because $3/4$ of $8/9$ is $2/3$. (In general, $(a/b) \div (c/d) = ad/bc$.) How much chocolate will each person get if 3 people share $1/2$ lb of chocolate equally? How many $3/4$-cup servings are in $2/3$ of a cup of yogurt? How wide is a rectangular strip of land with length $3/4$ mi and area $1/2$ square mi?</i>	To do this skill, Jerome will work with fractions that are easily divided. For example, given a serving size of $1/2$ a pizza, how many servings are in $2 1/2$ pizzas? (See IEP Objective #1).

Compute fluently with multi-digit numbers and find common factors and multiples.	
Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation.	Jerome will use a calculator to add, subtract, multiply or divide by entering each digit of the number and selecting the correct symbol (+, -, /, x) and =. In applying this skill, Jerome will become more fluent in number recognition. (See IEP Objective #2).
Apply and extend previous understandings of numbers to the system of rational numbers.	
Understand that positive and negative numbers are used together to describe quantities having opposite directions or values (e.g., temperature above/below zero, elevation above/below sea level, credits/debits, positive/negative electric charge); use positive and negative numbers to represent quantities in real-world contexts, explaining the meaning of 0 in each situation.	In math stories about spending, Jerome will express a balance of money as positive, negative (in debt), or zero. (See IEP Objective #4).
Solve real-world and mathematical problems by graphing points in all four quadrants of the coordinate plane. Include use of coordinates and absolute value to find distances between points with the same first coordinate or the same second coordinate.	Jerome will graph points on a plane (x,y). This skill can be applied to real life activities like locating a store in a map of a mall (See IEP Objective #5).
Expressions and Equations 6.EE	
Apply and extend previous understandings of arithmetic to algebraic expressions.	
Write expressions that record operations with numbers and with letters standing for numbers. <i>For example, express the calculation “Subtract y from 5” as $5 - y$.</i>	After hearing a math story, Jerome will write the problem to be solved using numbers and letters (e.g., $5 - x = 10$). (See IEP Objective # 3).

Reason about and solve one-variable equations and inequalities.	
Understand solving an equation or inequality as a process of answering a question: which values from a specified set, if any, make the equation or inequality true? Use substitution to determine whether a given number in a specified set makes an equation or inequality true.	Given an equation and a list of numbers, Jerome will attempt to solve the equations to determine which equations are true. (See IEP Objective #3).
Represent and analyze quantitative relationships between dependent and independent variables.	Represent and analyze quantitative relationships between dependent and independent variables.
Use variables to represent two quantities in a real-world problem that change in relationship to one another; write an equation to express one quantity, thought of as the dependent variable, in terms of the other quantity, thought of as the independent variable. Analyze the relationship between the dependent and independent variables using graphs and tables, and relate these to the equation. <i>For example, in a problem involving motion at constant speed, list and graph ordered pairs of distances and times, and write the equation $d = 65t$ to represent the relationship between distance and time.</i>	Jerome will complete a table related to spending to show how the total purchase price changes depending on the numbers of items purchased (e.g., how does the total purchase price of tickets change as the number of tickets purchased changes?) (See IEP Objective # 6).

Tentative list of priority skills for Jerome

1. Jerome will divide materials into sets. He will select the number of items in each set. When these numbers are fractional, ratios, or exceed 10, he will use a graphic organizer. For example, to identify a fraction, he would use a graphic to identify (how many are in part if the set)/ (how many are in the whole).

Note: By manipulating items into sets and then matching these sets to the written number, Jerome will build his numeracy skills. To make these skills aligned with the grade level, some of these sets will be based on fractions and ratios, but Jerome will fill in a graphic organizer to help him with expressing these more complex concepts.

2. Jerome will identify numbers 1-9, computation symbols, and = on a calculator while performing computation.

Note: Jerome might also do some work with flash cards to become fluent in number identification. By applying his number recognition skills to using a calculator, Jerome can work on grade aligned math problems.

3. Jerome will use letters to stand in for unknown numbers in an equation.

Note: Because Jerome is learning to create sets and find a number symbol that identifies the set, it may be possible to teach him the concept of a "mystery" or unknown set. For example, the teacher might put "x" number of manipulatives in a closed shoebox and have him put an "x" on the box because he does not yet know how many are in the box.

4. Jerome will create a simple linear equation (e.g., $9-x=5$) to summarize a math story and then compute the solution.

Note: After Jerome has the concept of the unknown set and has begun to do some set combinations, he can begin to summarize these actions as equations. This might be shaped by having him fill in one variable, then more than one, balance the sets, etc.

6. Jerome will use positive and negative numbers (up to 10) and zero to indicate monetary balances.

Note: Jerome already understands money. If the teacher uses a token economy, class store, or lessons on purchasing, Jerome can be given the opportunity to count out one dollar bills to build his mathematics skills. If he is allowed to borrow money for items beyond his means or spend all he has, he can learn the concept of negative numbers and zero (no money).

6. Jerome will find the point on a plane using maps of familiar locations and then generalize this to a coordinate plane.

Note: This skill can be scaffolded by beginning with simple maps and then made more abstract by using an actual coordinate plane. Once Jerome can recognize numbers, he may be able to learn the skill of finding a point on a coordinate plane (e.g., 2, 4).

7. Jerome will use a table to find out the cost of buying duplicate items.

Note: Using stories about purchases, Jerome can learn to find out how much he would spend for multiple sets of the same item by referring to a table. For example, if he wants 4 tickets to a \$10 movie, that would be \$40. This table will also give Jerome an opportunity to learn to read numbers higher than 9 and to count by 5s and 10s.

Promoting self-determination

- When presenting a math story, Jerome could choose the numbers to use in that day's problem. He could also choose which manipulatives to put into sets.
- As Jerome masters using a graphic organizer, he can more easily self-direct his learning. He can learn to say, then do, the steps to solve the problem.
- Jerome might set a goal for how many math problems to try that day. He could count and graph the number completed. This self-monitoring and self-evaluation also promotes his emerging mathematics skills.
- Jerome can select which letter he wants to use that day for the unknown number (e.g., x, z, q, t).
- Jerome is learning problem solving each time he finds the answer to a real world math problem (e.g., how to divide the pencils across work groups).

Using assistive technology

1. The calculator is an important form of assistive technology for Jerome. Once he learns to enter numbers on the calculator, he will be able to perform more of the problems from the 6th grade text. Once he can find the numbers 1-9, the operation symbols, and equal, he will be able to compute problems.
2. Many of the skills Jerome needs to acquire can be practiced on the computer. For example, he could move items on a touch screen to create sets or perform computation on an on screen calculator.
3. The graphic organizers Jerome will learn to use are also a form of assistive technology. For example, he will have a graphic organizer to help him write fractions as $\frac{\text{___}}{\text{___}}$ (how many are in part of the set)/___(how many are in the whole).
4. Jerome might also benefit from use of a number line that includes negative numbers to help him learn the concept of positive and negative numbers and zero.

Embedding skills in real life activities

1. Jerome can divide materials for projects into sets for the class or his small group and use this experience to practice matching numbers to sets and creating fractions and ratios.
2. By having a class store or token economy, Jerome can apply his general knowledge of money and interest in purchasing to practice counting accurately and learning the concept of debt (negative numbers) and zero (no money).
3. Identifying points on a plane can become very meaningful when applied to planning a route through a neighborhood or store.
4. Jerome might practice using the calculator to add a list of purchases or a simple budget.
5. Math stories that yield equations can come from situations familiar to Jerome. For example, if you have 4 cans of soda and 6 friends coming to visit, how many more sodas are needed? ($4+x=6$)

Putting it All Together:**Jerome's 6th Grade IEP Objectives in Mathematics**

1. When given a cluster of up to 20 objects, Jerome will divide them into 1-5 sets and identify the number that represents each set for 8/10 trials. He will subdivide these sets to show division of fractions and ratios and represent this second number using a graphic organizer for 8/10 trials. (Mathematics: Ratios and Proportional Relationships, Standard 6.1; Number System, Standard 6.1)

2. When given math problems with up to three digits, Jerome will follow the steps of a task analysis to use a calculator to enter each number, the operation, and the equals sign, and then record the answer on his worksheet with 9/10 problems correct. (Number System, Standard 6.3)

3. When given an unknown in a math word problem, Jerome will designate the unknown number as a letter and complete an equation statement for 8/10 problems. He will then use his calculator or a number line to solve for the unknown with 8/10 problems correct. (Expressions and Equations, Standards 6.2a and 6.5)

4. Jerome will count his dollars from the class token economy/ class store and then write positive and negative numbers to 20 including 0 to correctly state his balance on 9/10 days. (Number System, Standard 6.5)

5. Jerome will locate point x, y on a coordinate plane for 4/5 trials and generalize this skill to locating a point on a map. (Number System, Standard 6.8)

6. Jerome will use a table to determine the cost of a set of Items that have the same price (e.g., 3 items at \$5) for 4/5 trials and create a statement for 8/10 word problems. He will then use his calculator or a number line to solve for the unknown with 8/10 problems correct. (Expressions and Equations, Standard 9)

Carina is a 5th grade student with severe, multiple disabilities. She uses a wheelchair and has limited movement in her left arm. She can move her head from side to side. Carina uses a head switch to greet teachers and peers. She smiles when listening to stories that are read to her by an adult. Carina does not recognize any math symbols and does not respond to teacher count downs.

Standard	IEP Objectives	Strategy Used for Alignment
<p>5th Grade English Language Arts:</p> <p>Reading: Literature</p> <p>Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.</p> <p>Reading: Informational Text</p> <p>Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p> <p>Carina's priority goal:</p> <ul style="list-style-type: none"> • Carina will identify objects/pictures that indicate the theme of the literature that is read to her. 		<p>Promote overall literacy:</p> <p>Focus on self-determination:</p> <p>Using assistive technology to increase active, independent responding:</p> <p>Use real life activities to give meaning to the academic concept:</p>

<p>WRITING: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p> <p>Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>Carina's priority goal:</p> <p>Carina will dictate sentences to a scribe and select an illustration to accompany the sentence that shows understanding of the sentence.</p>		<p>Promote overall literacy:</p> <p>Focus on self-determination:</p> <p>Using assistive technology to increase active, independent responding:</p> <p>Use real life activities to give meaning to the academic concept:</p>
<p>COMMUNICATION</p> <p>Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p> <p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 5 topics and</p>		<p>Promote overall literacy:</p> <p>Focus on self-determination:</p> <p>Using assistive technology to increase active, independent responding:</p>

<p>texts, building on others' ideas and expressing their own clearly.</p> <p>Carina's priority goal:</p> <p>Carina will use voice output devices to communicate preferences and academic content,</p>		<p>Use real life activities to give meaning to the academic concept:</p>
Standard	IEP Objectives	Strategy Used for Alignment
<p>5th Grade Mathematics</p> <p>Operations & Algebraic Thinking</p> <p>Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. <i>For example, express the calculation "add 8 and 7, then multiply by 2" as $2 \times (8 + 7)$. Recognize that $3 \times (18932 + 921)$ is three times as large as $18932 + 921$, without having to calculate the indicated sum or product.</i></p>		<p>Promote overall numeracy:</p> <p>Focus on self-determination:</p> <p>Using assistive technology to increase active, independent responding</p> <p>Use real life activities to give meaning to the academic concept</p>

<p>Numbers & Operations in Base Ten</p> <p>Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left.</p> <p>Carina's priority goal:</p> <p>Carina will use graphic organizers to solve 5th grade math problems</p>		<p>Promote overall numeracy:</p> <p>Focus on self-determination:</p> <p>Using assistive technology to increase active, independent responding</p> <p>Use real life activities to give meaning to the academic concept</p>
<p>Numbers & Operations-Fractions</p> <p>Interpret a fraction as division of the numerator by the denominator ($a/b = a \div b$). Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers, e.g., by using visual fraction models or equations to represent the problem.</p> <p>Carina's priority goal:</p> <p>Carina will work with a partner or group to determine the numerator and denominator in fractions to solve real word problems</p>		<p>Promote overall numeracy:</p> <p>Focus on self-determination:</p> <p>Using assistive technology to increase active, independent responding</p> <p>Use real life activities to give meaning to the academic concept</p>

<p>Geometry</p> <p>Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation.</p> <p>Carina's priority goal:</p> <p>Carina will find points on a plane to solve real world problems.</p>		<p>Promote overall numeracy:</p> <p>Focus on self-determination:</p> <p>Using assistive technology to increase active, independent responding</p> <p>Use real life activities to give meaning to the academic concept</p>
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