

Case 1: Joey: 6 year old with compound verb issues.

Father is Guyanese and mother is Puerto Rican. Hears almost no Spanish. Lives in East New York. Hears Guyanese English and since preschool hears a good deal of AAVE from peers and in the community.

The Dentist Story: Anthony watched a wordless video and then told the story.

The rat ate something. And then his mouf was started to hurt. The doctor said, "Don't eat lothing. No chocolate. If your mouth hurts do not do eat nothing."

The mouse was peeking eating. And the mouse didn't listen to the doctor. The doctor haf to say every time. And he won't listen. He want to peek eating. He took a piece of chocolate and put it in the thing. He don't want have eating. He still eating. The doctor don't want him to eat lot of food. He no want to eat junk food. He wanted to eat good food.

[. . . How did the mouse's foot get hurt?] Because they was peanuts inside the chocolate. [Do you remember his foot got hurt?] Yes. [How did his foot get hurt?] Because the door 'n' lock fell on his foot. [How did it fall on his foot?] When he kick the door and pull out, then it fell on his foot.

[Why did it pull out when he kicked the door?] Because he kicked it so hard that it close hard. It slam. And then you know what happened? He went to the doctor and the doctor didn't ha naf to eat. He still ate. And he didn't want to listen to the doctor so the doctor haf to say, "Don't eat nuffin." Then he won't help him.

[Could he eat good food or just no food at all?] He not gonna eat junk. He's just gonna eat junk food.

Note: Joey had good sequencing. He told a good narrative with age-appropriate complex sentences. His noun-verb agreement was *not* indicative of a disability as he is exposed to several varieties of English including ones consistent with all examples of his noun-verb agreement in his oral narrative.

Speaking and Listening, Grade 1 CCSS

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- b. Use common, proper, and possessive nouns.
- c. Use singular and plural nouns with matching verbs in basic sentences (e.g., *He hops; We hop*).
- d. Use personal, possessive, and indefinite pronouns (e.g., *I, me, my; they, them, their; anyone, everything*).
- e. Use verbs to convey a sense of past, present, and future.
- g. Use frequently occurring conjunctions (e.g., *and, but, or, so, because*).
- j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

IEP Goals for Joey aligned to the CCSS:

- **Goal 1. Aligned to the CCSS.** By the middle of this school year, Joey will use appropriate conjugations for grade-level verbs to convey a sense of past, present, and future with 80% accuracy during monthly progress monitoring.

Given Joey's language skills, demonstrated by his narrative skills and problem solving skills, it is unlikely that Joey has a disability. Rather he is a child with a gap that can be addressed in RTI.

In RTI the interventionist and Joey can give address the compound verb issue and the acquisition of Standard American English forms as part of an RTI approach.

Case 2. Oscar, in 4th grade, cannot identify main ideas or make connections between ideas.

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.

1. Grade level CCSS for Oscar:

- Reading standard for fourth grade informational texts 3 Explain how an author uses reasons and evidence to support particular points in a text.
- Key ideas. Determine the main idea of a text and explain how it is supported by key details; summarize the text.

2. Develop the Goals based on the elements of an annual goal required by NYSED.

- Given conditions and modifications;
- *Student's name* will
- Do what? i.e. identify in functional terms an observable skill or a 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.

3. IEP Goals for Oscar aligned to the CCSS:

- **Goal 1. Aligned to the CCSS.** [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.
- **Goal 2. Aligned to the CCSS.** [By the end of the school year], Oscar will identify the main, or key, idea in grade level literature and informational texts when the texts are simultaneously presented in writing and auditorially with 90% accuracy during monthly progress monitoring.
- **Goal 2. Aligned to the CCSS.** By middle of the school year the student will identify the author's point from the text, citing 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)

Case 3: CECILIA: 13 year old who writes very persuasively, but lacks basic features of print and conventional spelling rules.

Reading Standards: Foundational Skills (K–5): Grade 1

1. Demonstrate understanding of the organization and basic features of print. a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

Reading Standards: Foundational Skills (K–5): Grade 2

3. Know and apply grade-level phonics and word analysis skills in decoding words.

- Distinguish long and short vowels when reading regularly spelled one-syllable words.
- Know spelling-sound correspondences for additional common vowel teams.
- Decode regularly spelled two-syllable words with long vowels.
- Decode words with common prefixes and suffixes.
- Identify words with inconsistent but common spelling-sound correspondences.
- Recognize and read grade-appropriate irregularly spelled words.

Reading Standards: Foundational Skills (K–5): Grade 4

3. Know and apply grade-level phonics and word analysis skills in decoding words.

- Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

College and Career Readiness Anchor Standards for Writing: Grades 6 to 9 Text type and purposes

Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

4. IEP Goals for Cecilia aligned to the CCSS:

- **Goal 1. Aligned to the CCSS.** By the middle of the school year, Cecilia will identify the distinguishing features of 10 sentences, (e.g., 1st word, capitalization, and ending punctuation) using fading oral cues given a passage from a grade-level text with 90% accuracy during weekly progress monitoring.
- **Goal 2. Aligned to the CCSS.** By the end of the school year, Cecilia will know and apply grade-level phonics and word analysis skills in decoding words in sentences from both informational and literacy texts using monthly progress monitoring with 90% accuracy.
- **Goal 3. Aligned to the CCSS.** By the end of the school year, Cecilia will write two-paragraph stories demonstrating mastery of the basic features of print including first word, capitalization, and ending punctuation and mastery of grade-level phonics in spelling in both regularly and irregularly spelled words using monthly progress monitoring by reviewing weekly writing samples with 80% accuracy.

It is likely that Cecilia has a gap and not a disability. It appears that she was not taught the conventions. She appears more like a student with interrupted formal education (SIFE) than a student with a disability. At 13 her gap is probably too large to close with RTI, but it would be wise to attempt that and/or to find a program for SIFE students.