

 NYC / NYSED–Aligned IEP Sample Section (Grade 6 Student with Learning Disability)

I. Student Strengths, Preferences, Interests (including Parent Concerns)

Daniel is a friendly and motivated 6th-grade student who enjoys science topics, discussion-based learning, and hands-on activities. He demonstrates strong background knowledge and is eager to participate when content is presented orally. Daniel responds positively to encouragement, clear routines, and visual supports. He enjoys cooperative group work when roles are clearly defined and asks for help when he feels safe and supported.

Daniel’s parent reports concerns regarding his difficulty reading grade-level text, slow writing pace, and challenges completing homework independently. The parent notes that Daniel becomes frustrated when work feels too difficult or lengthy and often avoids independent reading tasks. The parent is concerned about academic progress, especially in reading comprehension, math problem-solving, and writing organization.

PRESENT LEVELS OF PERFORMANCE (PLOPs) WITH INSTRUCTIONAL STRATEGIES & MATERIALS

I. Academic Achievement, Functional Performance, and Learning Characteristics

A. Reading (Decoding, Fluency, Comprehension)

Present Levels

Daniel reads 68 WPM on grade-level text (benchmark 120–150 WPM) and decodes at a **Grade 3–4 level**, struggling with multisyllabic words, morphological units, and unfamiliar vocabulary. Comprehension is stronger when texts are read aloud or chunked, but he independently comprehends at **Level O (~Grade 4)**.

Instructional Needs

- Explicit phonics instruction
 - Structured fluency practice
 - Scaffolded comprehension strategies
 - Vocabulary instruction tied to content learning
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Evidence-Based Instructional Strategies

Decoding

- Structured phonics (Orton–Gillingham, Really Great Reading, Foundations Level 3–4)
- Syllable division routines
- Morphology lessons (prefixes/suffixes/roots)
- Daily decoding warm-ups: blending lines, controlled-text reading

Fluency

- Repeated readings (3x–5x)
- Echo reading, choral reading, partner reading
- Teacher modeling fluent reading
- Timed readings (1 minute) + goal charting

Comprehension

- “Say something” strategy while reading
- Stop-and-jot with sentence starters
- Text annotation (highlight evidence, circle key words)
- Graphic organizers: main idea/detail webs; SWBST; three-column note-taking
- Retell routine: who → what → where → problem → solution

Vocabulary

- Frayer models
- Morphology charts
- Content-word pre-teaching
- Word-learning strategies (context clues, word parts)

Suggested Materials

- Decodable texts (95% Group, Really Great Reading)
 - Fluency passages (EasyCBM, ReadWorks)
 - Graphic organizers (main idea, sequencing, cause-effect)
 - Morphology cards
 - Highlighters and annotation bookmarks
 - Online supports: ReadWorks, Newsela (adjustable reading levels)
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B. Math (Computation, Concepts, Word Problems)

Present Levels

Daniel performs at approximately a **Grade 4 level** in computation and struggles with multi-digit operations, multiplication/division fluency, and interpreting word problems. He cannot yet independently identify relevant information or sequence steps in multi-step problems.

Instructional Needs

- Step-by-step structured procedures
- Visual models and manipulatives
- Explicit vocabulary instruction
- Small-group guided math instruction

Evidence-Based Instructional Strategies

Computation

- CRA sequence: Concrete → Representational → Abstract
- Use of multiplication arrays, number lines, base-10 blocks
- Explicit modeling of long division using color-coded steps
- Daily math fact fluency routines (3-minute sprints, flashcards, digital tools)

Conceptual Understanding

- Fraction strips for comparing and ordering
- Tape diagrams and bar models
- Math drawings and partial products method

Word Problems

- R.U.N.S. or CUBES strategy
- Underline key information, circle question, box needed operation
- Two-column organizer: “What I know” vs. “What I need to do”
- Teacher modeling of thinking aloud (“My brain is asking...”)

Suggested Materials

- Manipulatives (fraction bars, counters, base-ten blocks)
- Whiteboards for problem modeling
- CUBES or R.U.N.S. posters
- Color-coded procedure charts
- Math journals for multi-step explanations

- Adaptive practice apps (Zearn, Khan Academy, Freckle)
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C. Writing (Handwriting, Spelling, Written Expression)

Present Levels

Daniel generates strong oral ideas but writes slowly, averaging only 3–4 simple sentences. He shows difficulty with organization, elaboration, transitions, capitalization, and spelling, especially multisyllabic words.

Instructional Needs

- Sentence expansion routines
 - Explicit paragraph-writing instruction
 - Scaffolds and visual supports
 - Assistive technology (speech-to-text)
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Evidence-Based Instructional Strategies

Sentence-Level Skills

- “Kernel sentences” expanded using: who, what, where, when, why
- Sentence combining activities
- Color-coded sentences (green=start, yellow=detail, red=end)

Paragraph Writing

- Explicit modeling using think-aloud writing
- PEEL / RACE / Hamburger model
- Topic sentence starters
- Transition boxes (first, next, another, finally)

Spelling & Mechanics

- Word study with patterns (word sorts, syllable types)
- Editing checklists
- Partner editing routines

Assistive Technology

- Google Read&Write

- Co:Writer
 - Speech-to-text for drafting
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Suggested Materials

- Graphic organizers for paragraphs
 - Transition word banks
 - Color-coded writing paper
 - Editing checklists
 - Writing frames (sentence starters + stems)
 - Online tools: Grammarly EDU, Quill
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D. Communication

Present Levels

Expressive language is age-appropriate, but receptive language challenges occur when Daniel is given multi-step or lengthy directions.

Instructional Needs

- Simplified, chunked directions
 - Visual supports and repetition
 - Opportunities for restating instructions
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Evidence-Based Instructional Strategies

- “Show + Say + Do” method
 - Step cards for multi-step directions
 - Student restates directions before starting
 - Anchor charts with routines
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Suggested Materials

- Picture cue cards
- Multi-step direction checklist
- Routine posters

II. Social Development

Present Levels

Daniel is well liked and cooperative but becomes withdrawn during difficult tasks. He hesitates to ask for help and demonstrates decreased confidence during academic challenges.

Instructional Needs

- Confidence-building routines
- Structured social participation opportunities
- Support for emotional regulation and self-advocacy

Evidence-Based Instructional Strategies

Self-Advocacy

- “I need help” scripts
- Role-play: how to ask for help
- Choice boards to increase ownership

Peer Interaction

- Structured partner roles (Reader, Checker, Encourager)
- Cooperative learning groups with assigned responsibilities
- “Turn and talk” with sentence stems

Emotional Regulation

- Zones of Regulation
- Feelings check-ins
- Coping strategies cards

Suggested Materials

- Social scripts
- Behavior-specific praise charts
- Self-advocacy bookmarks
- Calm-down corner materials

III. Physical Development

Present Levels

Gross and fine motor skills are age-appropriate, but writing stamina is lower than peers, and Daniel fatigues during extended writing tasks.

Instructional Needs

- Movement breaks
 - Writing alternatives
 - Ergonomic supports
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Evidence-Based Instructional Strategies

- 3–5 minute movement/stretching breaks
 - Alternating typing and handwriting
 - Pencil grips, slant boards to reduce fatigue
 - Chunk writing assignments into short intervals
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Suggested Materials

- Flexible seating
 - Fidget tools
 - Typing programs (TypingClub)
 - OT-inspired writing tools
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IV. Management Needs

Present Levels

Daniel requires consistent structure, organization support, clear expectations, and frequent teacher monitoring to complete and initiate tasks.

Instructional Needs

- Organizational systems
 - Executive-function routines
 - Predictable schedules
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Evidence-Based Instructional Strategies

Organization

- Color-coded folders/binders
- Weekly binder cleanouts
- Homework logs with teacher/parent signatures

Task Initiation

- Countdown clocks
- “First–Then” visual boards
- Breaking assignments into discrete steps

Attention/Engagement

- Nonverbal cues
 - Timer for work intervals (Pomodoro method)
 - Frequent positive reinforcement
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Suggested Materials

- Visual schedules
 - Checklists and task cards
 - Color-coded organization systems
 - Digital tools: Google Keep, Todoist, Classwork organizer
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MEASURABLE ANNUAL GOALS WITH INSTRUCTIONAL STRATEGIES

GOAL AREA 1: READING

Goal:

Daniel will read grade-level or instructional-level text with **110 WPM and 95% accuracy**.

Instructional Methods

- Repeated reading (daily)
 - Echo reading and phrase-cued fluent reading
 - Tracking progress using weekly fluency graphs
 - Decodable/intervention-level text practice
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Goal:

Daniel will identify main ideas and two supporting details with **80% accuracy**.

Instructional Methods

- Main idea graphic organizers
 - Stop-and-jot stickies
 - Paragraph shrinking (PALS reading strategy)
 - Close reading with teacher modeling
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GOAL AREA 2: WRITING**Goal:**

Daniel will write a complete paragraph using a topic sentence, details, and conclusion in 4/5 trials.

Instructional Methods

- Explicit modeling using RACE/PEEL
 - Color-coded paragraphs
 - Scaffolded templates
 - Sentence starters + transition word banks
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Goal:

Daniel will revise drafts for conventions with 80% accuracy.

Instructional Methods

- Editing checklists
 - Peer editing routines
 - Mini-lessons in comma usage, capitalization, and end marks
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GOAL AREA 3: MATH**Goal:**

Daniel will solve multi-step word problems with 75% accuracy.

Instructional Methods

- CUBES or R.U.N.S. strategy
 - Visual models (tape diagrams, bar models)
 - Teacher modeling + think-alouds
 - Step-by-step organizers
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Goal:

Daniel will perform multiplication/division facts with 90% accuracy.

Instructional Methods

- Fact fluency routines
 - Flashcards + self-monitoring
 - Repeated practice games
 - Multiplication apps (Multiplication.com, XtraMath)
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GOAL AREA 4: EXECUTIVE FUNCTION**Goal:**

Daniel will begin tasks within 2 minutes of direction in 80% of opportunities.

Instructional Methods

- “Start routine” (Visual + verbal: Look–Listen–Start)
- Countdown timers

- First-Then charts
 - Token-based reinforcement
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Goal:

Daniel will maintain an organized binder/folder system for 8 consecutive weeks.

Instructional Methods

- Weekly binder check
 - Color-coded folders
 - Teacher modeling organizational routines
 - “Turn-in tray” and clear expectations
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