

IEP Goal and Baseline Alignment Toolkit

Reading Comprehension Goals

A print-ready bank of measurable SMART goals by domain, plus a goal-quality rubric for scoring any draft goal before it goes to the team. Print the bank, or build a custom goal live in the free IEP Goal Builder.

HOW TO USE THIS BANK

Find a goal near the student's need, then swap in the student's name and adjust the criterion to match the baseline you already have on file. Each goal is tagged with an age band and a skill level so you can pick a fair starting point.

WHAT'S INSIDE

- 20 measurable starter goals for Reading Comprehension, each tagged with an age band and a skill level.
- A Goal-Quality Rubric to score any draft goal against the five SMART criteria before it goes to the team.
- Every other domain in the full IEP Goal Bank, or build a custom goal live in the free IEP Goal Builder.



MAKE IT LIVE

Build a measurable goal live in the free IEP Goal Builder.

<https://www.spectrumunlocked.com/tools/iep-goal-builder>

20 starter goals for Reading Comprehension, in US Letter.

Reading Comprehension

Understanding, retelling, and reasoning about text once it can be read. Where fluency goals target getting the words off the page, these target what the student does with the meaning.

1. Given a comprehension question after a read-aloud, [student] will answer correctly using "wh-" question vocabulary in 80% of opportunities across 4 consecutive weeks.
Elementary **Developing**
2. Given a story or text, [student] will identify the main idea and 2 supporting details in 4 out of 5 opportunities across 9 weeks.
Elementary **Developing**
3. Given a non-fiction passage at grade level, [student] will identify the author's main argument and 2 pieces of supporting evidence in 4 out of 5 opportunities across 9 weeks, as measured by reading rubric.
Middle **Developing**
4. After listening to a short story, [student] will retell the events in correct sequence naming characters and setting in 4 out of 5 opportunities across 4 consecutive weeks, as measured by a retell rubric.
Early Childhood **Emerging**
5. Partway through an unfamiliar story, [student] will predict what happens next and cite the detail behind the prediction in 4 out of 5 opportunities across 9 weeks, as measured by a comprehension log.
Elementary **Developing**
6. Presented with an unknown word in context, [student] will infer its meaning from surrounding sentences in 7 out of 10 trials across 4 consecutive weeks, as measured by context-clue probe.
Elementary **Developing**
7. Following a narrative passage, [student] will describe a character's feelings and name the text evidence for it in 4 out of 5 opportunities across 9 weeks, as measured by a scored response sheet.
Elementary **Developing**
8. Comparing two texts on one topic, [student] will state 2 similarities and 2 differences in 4 out of 5 opportunities across 9 weeks, as measured by a comparison organizer scored with a rubric.
Middle **Developing**
9. Reading a passage containing a stated problem, [student] will identify the problem and how it was resolved in 4 out of 5 opportunities across 9 weeks, as measured by a story-structure organizer.
Elementary **Emerging**
10. Working with an informational text, [student] will use headings, captions, and diagrams to answer 4 of 5 questions across 4 consecutive weeks, as measured by a text-feature worksheet.
Elementary **Developing**
11. Asked about a passage with no directly stated answer, [student] will make an inference and justify it with one quotation in 4 out of 5 opportunities across 9 weeks, as measured by a scored short-answer response.
Middle **Established**
12. Reading a persuasive article, [student] will distinguish statements of fact from statements of opinion in 8 out of 10 items across 4 consecutive weeks, as measured by an annotated text task.
Middle **Developing**
13. Following a chapter of a novel, [student] will summarize it in 5 sentences or fewer without including minor details in 4 out of 5 opportunities across 9 weeks, as measured by a summarization rubric.
Middle **Established**

14. Presented with a set of written multi-step directions, [student] will carry out all steps in order in 4 out of 5 opportunities across 4 consecutive weeks, as measured by task-completion checklist.
- Elementary **Developing**
15. Studying a text with an implied central theme, [student] will state the theme and support it with 2 events in 4 out of 5 opportunities across 9 weeks, as measured by a theme-analysis rubric.
- High School **Established**
16. Given a functional text such as a schedule, menu, or job application, [student] will locate 4 of 5 requested pieces of information across 4 consecutive weeks, as measured by a functional-reading checklist.
- High School **Developing**
17. Monitoring their own understanding while reading, [student] will flag a confusing sentence and apply a fix-up strategy in 4 out of 5 opportunities across 9 weeks, as measured by an annotated reading log.
- Middle **Developing**
18. Reading a passage containing cause and effect, [student] will identify 3 cause-and-effect pairs in 4 out of 5 opportunities across 9 weeks, as measured by a cause-and-effect organizer.
- Elementary **Developing**
19. Offered a choice of 3 texts at instructional level, [student] will select one, read it, and answer 4 of 5 comprehension questions across 4 consecutive weeks, as measured by an independent-reading record.
- High School **Developing**
20. Given a passage at instructional level read aloud together, [student] will answer 3 of 4 who, what, or where questions across 4 consecutive sessions, as measured by a caregiver tally.
- Elementary **Emerging**

These are starter goals to customize for the individual student, not legal advice; follow your district policies and the student's IEP team.

Goal–Quality Rubric

Read a draft goal against each SMART criterion, score it 1 to 3, and note what to fix. A goal is ready for the IEP team when every row scores a 3.

Criterion	What a strong goal shows	Score 1–3	Note to fix
S Specific	Names one observable skill and the exact condition it is performed under.		
M Measurable	States a number you can count or a percent you can calculate from data.		
A Achievable	Reaches beyond the baseline but stays within one year of instruction.		
R Relevant	Ties to a documented need and helps the student access the curriculum or daily life.		
T Time-bound	Sets a review window (weeks, sessions) and a data collection method.		
Total	Ready for the team at 15. Revise any row under 3.		

MORE FREE TOOLS



EVERY DOMAIN

Browse the whole goal bank by domain, age band and level, and print any part of it.

<https://www.spectrumunlocked.com/tools/iep-goal-bank>



ACCOMMODATIONS

Over 150 accommodations for IEP and 504 plans, free to browse and print.

<https://www.spectrumunlocked.com/tools/accommodations-bank>

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