

IEP Goal and Baseline Alignment Toolkit

Reading Fluency & Decoding 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 Fluency & Decoding, 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 Fluency & Decoding, in US Letter.

Reading Fluency & Decoding

Letter sounds, decoding, sight words, and reading rate with accuracy. These are the goals that make text accessible in the first place; comprehension goals assume this layer is already working.

1. Given a grade-level reading passage, [student] will read with fluency at 80 words per minute (or grade-appropriate target) with 95% accuracy across 3 consecutive sessions, as measured by curriculum-based reading assessment.
Elementary **Developing**
2. Given a list of grade-level sight words, [student] will read 90% accurately in 3 consecutive sessions, as measured by sight-word fluency probes.
Elementary **Developing**
3. Given a set of 10 alphabet letters in random order, [student] will name each letter and produce its primary sound in 8 out of 10 trials across 3 consecutive sessions, as measured by letter-sound probe.
Early Childhood **Emerging**
4. Given a familiar word at grade-appropriate level, [student] will decode the word using consonant-vowel-consonant blending in 8 out of 10 trials across 3 consecutive sessions, as measured by decoding probe.
Early Childhood **Developing**
5. Presented with 20 spoken words, [student] will segment each into its individual phonemes in 16 out of 20 trials across 3 consecutive sessions, as measured by phonological awareness probe.
Early Childhood **Emerging**
6. Shown a printed word containing a consonant blend or digraph, [student] will read it aloud correctly in 8 out of 10 trials across 3 consecutive sessions, as measured by decoding probe.
Elementary **Emerging**
7. Working from a list of 25 words with silent-e and vowel-team patterns, [student] will read 20 correctly across 3 consecutive sessions, as measured by a scored word-reading inventory.
Elementary **Developing**
8. After hearing a passage modeled once, [student] will reread it aloud raising accuracy to 95% or better in 4 out of 5 opportunities across 4 consecutive weeks, as measured by repeated-reading fluency charts.
Elementary **Developing**
9. During oral reading of connected text, [student] will self-correct meaning-changing errors within 2 words in 7 out of 10 instances across 4 consecutive weeks, as measured by running record.
Elementary **Developing**
10. Reading a passage marked with punctuation, [student] will pause at periods and commas and apply end-punctuation intonation in 4 out of 5 readings across 4 consecutive weeks, as measured by a prosody rubric.
Elementary **Developing**
11. Faced with an unfamiliar multisyllabic word, [student] will divide it into syllables and read it aloud in 8 out of 10 trials across 3 consecutive sessions, as measured by syllable-division probe.
Middle **Developing**
12. Using a list of 30 high-frequency irregular words, [student] will read 27 within 3 seconds each across 3 consecutive sessions, as measured by timed flashcard probe.
Elementary **Established**
13. Reading grade-level text aloud, [student] will maintain 100 words per minute at 97% accuracy across 3 consecutive sessions, as measured by curriculum-based measurement probes.
Middle **Established**

14. Encountering a word with a common prefix or suffix, [student] will identify the affix and read the whole word in 8 out of 10 trials across 3 consecutive sessions, as measured by morphology probe.
- Middle Developing
15. Provided a decodable text at instructional level, [student] will read 3 pages with 4 or fewer uncorrected errors in 4 out of 5 sessions across 4 consecutive weeks, as measured by running record.
- Elementary Emerging
16. Asked to read a short passage in a content-area textbook, [student] will decode subject vocabulary with 90% accuracy across 3 consecutive sessions, as measured by content-vocabulary reading probe.
- High School Developing
17. With access to a text-to-speech tool and a printed passage, [student] will use the tool independently to access assigned text in 4 out of 5 opportunities across 4 consecutive weeks, as measured by a technology-use log.
- High School Developing
18. Reading aloud to an adult for 5 minutes daily, [student] will increase reading rate by 20 words per minute over 9 weeks, as measured by charted weekly fluency probes.
- Elementary Developing
19. Handed a list of 15 words containing r-controlled vowels, [student] will read 13 correctly across 3 consecutive sessions, as measured by a scored word-pattern probe.
- Elementary Developing
20. Given a list of 20 new sight words practiced at home, [student] will read 15 independently in 4 out of 5 weekly checks across 4 consecutive weeks, as measured by a caregiver-kept word list.
- Elementary Developing

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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