

Communication IEP Goals — 3rd – 5th Grade

17 measurable goals written to IDEA standards. Replace [student] and [date]; adjust criteria to the student's baseline.

If you want to target both grammar and narrative retell, write two goals, not one — blending mechanics and content into a single accuracy target hides which skill is actually the barrier.

FOLLOWING MULTI-STEP DIRECTIONS

1. [student] will follow a 3-step direction with unrelated steps, given once, with 80% accuracy across 4 of 5 trials.
2. [student] will follow multi-step directions involving temporal concepts (before, after, first, last), with 80% accuracy across 4 of 5 trials.

EXPRESSIVE LANGUAGE & GRAMMAR

3. [student] will use grammatically correct complex sentences (because, so, if/then) in conversation or writing, with 80% accuracy across 4 of 5 samples.
4. [student] will use correct subject-verb agreement and irregular past tense verbs in spontaneous speech, with 80% accuracy across 3 consecutive sessions.
5. [student] will formulate a sentence using a target vocabulary word correctly, with 80% accuracy across 4 of 5 trials.

NARRATIVE & COMPREHENSION

6. [student] will retell a 3-paragraph narrative including character, setting, problem, and resolution, with 80% accuracy in 3 of 4 retell attempts.
7. [student] will answer inferential and predictive questions about a story or passage, with 75% accuracy across 4 of 5 trials.
8. [student] will summarize the main idea of a short passage or conversation in 1-2 sentences, with 80% accuracy across 4 of 5 trials.

ARTICULATION & INTELLIGIBILITY

9. [student] will produce their target sound(s) correctly in structured conversation, with 80% accuracy across 3 consecutive sessions.
10. [student] will self-monitor and self-correct a speech sound error when given a cue, in 4 of 5 observed opportunities.

PRAGMATICS & SOCIAL COMMUNICATION

11. [student] will ask a clarifying question when they don't understand a direction or a peer's statement, in 4 of 5 observed opportunities.
12. [student] will maintain a conversation topic across 4 exchanges, in 4 of 5 observed opportunities.
13. [student] will interpret figurative language (idioms, similes) in context, with 75% accuracy across 4 of 5 trials.

AAC & FUNCTIONAL COMMUNICATION

14. [student] will use their AAC device to participate in classroom discussions or group work, initiating at least [X] comments, across 4 of 5 sessions.
15. [student] will independently troubleshoot or request support for their AAC device (low battery, navigation) when needed, in 4 of 5 documented opportunities.
16. [student] will use their communication system across academic and social contexts with at least 80% independence, across 4 of 5 observed settings.
17. [student] will use a taught script or sentence starter to participate in a group discussion, in 4 of 5 observed opportunities.

Using These Communication Goals at 3rd – 5th Grade

Separate mechanics from content

A narrative-retell goal measures something different from a grammar goal — write them separately so the data actually shows which skill needs the support.

Temporal concepts are their own barrier

“Before,” “after,” and “first/last” trip up students who can follow simple sequential directions just fine — test them explicitly instead of assuming they transfer.

Self-correction is a goal on its own

A student who catches their own sound error when cued is closer to generalization than one who only produces the sound correctly when drilled — measure the self-correction separately.

AAC independence includes troubleshooting

A student who can't recharge or navigate their own device isn't fully independent, even with perfect message accuracy — write a goal for the maintenance skill too.

Every criterion here is a placeholder. Set the real number from this student's own baseline, and confirm articulation targets against a developmental sound-acquisition chart.

Tired of rebuilding these forms every year?

IEP Goal Writer also drafts your PLAAFP and progress notes from the same student profile — free to try at iepgoalwriter.pro